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BROWARD COMMUNITY COLLEGE SELF-STUDY REPORT

Prepared for  
THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

BROWARD COMMUNITY COLLEGE  
BROWARD COUNTY, FLORIDA

1983

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SELF-STUDY REPORT

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BROWARD COMMUNITY COLLEGE

SELF-STUDY REPORT

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Library - Central  
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Mathematics - North  
Library - North

Members: Ann Anderson  
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Bursar - Fort Lauderdale  
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Learning Resources - South  
Student Activities - Central  
Library - Central  
Registrar - South  
Student Advisement - North  
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Counseling - Central



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Cont. Educ./Comm. Services - North  
Counseling - Central

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Cooperative Education - North  
English - Central

\* Resigned from Committee

\*\* Resigned from BCC



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## INTRODUCTION

### I. College History

In 1959 the Florida State Legislature authorized the establishment of the Junior College of Broward County. With the appointment of a local Advisory Committee under State Board of Education Regulations in October of that year, the College began to develop. Dr. Joe B. Rushing undertook his responsibilities as the first President on April 7, 1960, and the following autumn the College opened its doors to 701 students in buildings formerly used by the Naval Air Station at the Fort Lauderdale/Hollywood International Airport. Beginning with this initial term, the College has continuously experienced solid growth in facilities, number of students, and quality of programs.

On the completion of the first permanent buildings in August 1963, the College moved to its present Central Campus location on Southwest Davie Road in Davie.

Dr. Rushing resigned as President in 1965 and was succeeded by Dr. Myron Blee. When Dr. Blee resigned in 1968, Dr. A. Hugh Adams became the third President, assuming his duties on April 15, 1968.

The following month, May 1968, the College changed its name to Broward Junior College to be compatible with State terminology. Two months later, in July, the 1968 Florida Legislature, in Special Session, withdrew the state junior colleges from the governance of the boards of public instruction. Thus the Advisory Board of Broward Junior College became the governing District Board of Trustees. In September 1970, the Board changed the name of the College to Broward Community College - a name that more aptly represents the comprehensive nature of the College programs.

Broward Community College currently has three main Campuses, several centers, and numerous off-campus facilities. In addition to Central Campus on Southwest Davie Road in Davie, the College has a North Campus on Coconut Creek Boulevard in Coconut Creek - which opened for classes in August 1971 - and the Judson A. Samuels, or South Campus, on Hollywood Boulevard in Pembroke Pines - which opened for classes in a temporary location at Pines Plaza in Term I, 1977, and began classes in the permanent location in Term I, 1980.

The College also has several centers. The Hollywood Center, next to Memorial Hospital on Johnson Street, opened in 1971 to meet classroom and laboratory needs of students and programs. The Fort Lauderdale Center

has been the site of the College Administrative Offices since they were moved from Central Campus in 1973. Pines Center, on Hollywood Boulevard in Pembroke Pines, which opened in 1977 as a temporary site for South Campus, continues to operate even though the permanent South Campus is established. Moreover, the Great Value Annex, just east of Pines Center, opened in 1978 in response to a need for more classrooms and instructors offices.

In addition to these Centers, the College holds classes and advises students at various off-campus sites. Among them is Tigertail Lake which the College has been leasing from the County since 1976 for various instructional and recreational purposes.

Furthermore, the College has been conducting study-travel tours to foreign countries since 1974, and with the establishment of the Division of International/Intercultural Education in 1977, the College offers students the opportunity to study for a semester in various countries, such as Spain, England, and Israel.

Thus Broward Community College, beginning with a small university-parallel program, has expanded its curricula to include numerous technical and occupational areas, as well as additional university-parallel courses which are offered not only at numerous locations in Broward County but also in other parts of the world.

And the number of students who are taking advantage of the programs at this comprehensive community college has increased from 701 in the initial term in 1960 to 20,915 in Term I, 1981 -- the largest single term enrollment in the history of the College.

## II. College Self-Study

### A. Previous Self-Studies

Broward Community College began its first Self-Study in 1962 and received accreditation from the Southern Association of Colleges and Schools (SACS) in December 1963.

During the 1966-67 academic year, internal conflicts developed which resulted in a dichotomy that threatened the essential integrity of the College. The tensions became so acute that the Board of Public Instruction dismissed the President, who, in turn, filed a lawsuit to regain his position. After the courts reinstated him, the Board purchased his contract and appointed an acting President. Because of the instability of administrative operations, the Commission on Colleges placed BCC on private probation in 1967.

The current President, Dr. A. Hugh Adams, came to the College in 1968 and sought at once to restore soundness and stability to administrative operations. After a special committee from SACS visited the College to evalu-

ate the restoration progress, the Commission on Colleges removed its probation in December 1968.

Two years later, in December 1970, BCC began its second Self-Study which culminated in reaffirmation of accreditation from the Southern Association in December 1973. Over a period of time most of the recommendations made by the Standards Committees during that Self-Study were implemented. The College responded positively to all eight recommendations from Standard Two: Organization and Administration (Standard One: Purpose had no recommendations):

1. Appointments representing each geographical area of the College's district are now made to the Board of Trustees.
2. Non-instructional personnel are now represented on committees which deal with matters of concern to them.
3. The discrepancies in administrative organization of the Social Sciences Division as published in various places were clarified and reconciled.
4. Detailed procedures for the appointment of division directors and department chairmen are now included in the Faculty/Staff Handbook.
5. All available administrative positions are now advertised to faculty and staff.
6. Continuing efforts are made to keep the non-instructional salary schedule competitive with similar jobs in the area.
7. Orientation and in-service training programs for non-academic personnel are continuing and expanding.
8. The support services available to faculty, staff, and students on campus during the evenings have improved.

Furthermore, the College acted upon five of the eight recommendations of Standard Four: Financial Resources (Standard Three: Educational Programs had no recommendations):

1. The College now has guidelines in a manual to assist in establishing budget priorities to aid supervisory personnel in making realistic requests which result in minimum revisions.
2. With the recent reorganization, the College now gives careful attention to student/faculty ratios in relation to the establishment of supervisory positions in order to keep them in a proper balance.
3. The College changed accounting procedures to eliminate the minimum of \$2.00 per purchase order.



4. A policy revision was made to permit the issuance of a check to accompany the purchase order, rather than accompanying the delivery receipt for the order.
5. The College raised its fees to be able to meet its educational objectives.

Standard Five: Faculty made three recommendations; the College responded positively to all three:

1. An amendment to the Faculty Senate Constitution provides for the inclusion of librarians and counselors in its definition of faculty.
2. Instruments for student evaluations are kept under continual study for refinement and improvement.
3. Facilities now provide privacy for telephone conversations.

In addition, the College acted upon both of the recommendations from Standard Six: Library and Learning Resources:

1. The College now allocates approximately five percent of the total educational and general budget to the Library.
2. The College increased the permanent staff of Learning Resources to serve adequately the language laboratory and the evening instructional programs.

The Committee for Standard Seven: Student Personnel Services made thirteen recommendations; the College implemented nine of them:

1. The College now stores confidential records in Underwriter Laboratories approved cabinets and vaults.
2. The College now employs para-professional academic advisors with career-oriented backgrounds.
3. The College evaluates annually the student orientation program and emphasizes student participation in it.
4. A hot water heater and toilet facilities are now provided for the health services on Central Campus.
5. The College continues to improve food services at North Campus and the various Centers.
6. The College continues to explore avenues to increasing student involvement and participation in student activities .
7. The College is attempting to counteract student apathy by developing some type of student government organization in which the student will become involved.



8. The College now maintains a current list of all alumni and their mailing addresses.
9. The College established an institutional research office to collect data and develop instruments, to suggest appropriate designs for problem solving, to analyze data, and to distribute results of the research.

The Committee for Standard Eight: Physical Plant offered no recommendations, but the Committee for Standard Nine: Special Activities offered seven, of which the College implemented four:

1. The College provides physical facilities for the Music Department which now include sound-proof practice rooms (except on North Campus), instrument storage space, teaching studios, and performing auditoriums.
2. The College enlarged the physical facilities for the Drama Department.
3. The College constructed, on Central Campus, a swimming pool for intramural and intercollegiate competition as well as for college classes.
4. The College continually re-evaluates the foreign travel-study program.
5. The College reviewed policies in relation to advisors to student publications, making comparison with recommendations of national and state publications advisors associations.

#### B. Present Self-Study

The present (third) Broward Community College Self-Study began in September 1980 with the appointments by President A. Hugh Adams of Dr. Roy Church and Dr. Richard Quianthy as Coordinator and Co-coordinator of the Self-Study project. At the same time, the President also appointed fourteen members to the Steering Committee.

On September 26, 1980, the Steering Committee participated in an orientation to both the Higher Education Management Institute (HEMI) and the Southern Association of Colleges and Schools (SACS) Self-Study Project. Dr. Dabney Park represented HEMI, and Dr. Bennett Hudson represented SACS.

The following month both faculty and staff participated in two orientations to the Self-Study: (1) The General Faculty Meeting Orientation, October 14; and (2) The Staff and Program Development Day Orientation, October 21. On the last day of the month (October 31) the Steering Committee attended a workshop designed to develop plans for the collegewide administration of the HEMI Needs Assessment Surveys. And from November 3 to November 21, 1980, the Committee conducted these surveys, with approximately 90 percent of all full-time College employees participating.

In December and January the Steering Committee appointed the Chairmen of

the Standards Committees and the Editor-in-Chief of the Self-Study. In turn, the Chairmen selected their Committee members who immediately attended a training workshop. From January 21 to January 23, 1981, the Steering Committee, the Chairmen of Standards Committees, and the Editor-in-Chief attended a workshop to learn how to facilitate the HEMI modules. Also during January the Co-coordinator of the Self-Study prepared the In-House Self-Study Manual. In addition, the data processed results of the Needs Assessment Surveys were returned to the College. The Steering Committee began distributing the aggregate data to appropriate College personnel, and the individual workgroup-manager data to individual managers. Members of the Steering Committee became available to assist managers and work groups in developing action plans for improvement in weak areas identified by the Needs Assessment Surveys.

In February 1981, the Standards Committees developed plans for organization and data collection and then began their work.

A new Coordinator, Dr. George Young, was appointed in September 1981 to replace Dr. Roy Church who had resigned in order to accept a position at another college.

The Standard One Committee: Purpose prepared its preliminary report in January 1982, and the other committees began to submit their full reports soon after. By March 17, 1982, all committees had submitted their reports, and on March 25 the draft of the reports was presented to the College for examination.

Public Hearings were held on each campus during the third week in April 1982. All input from the public hearings, as well as other sources, was compiled by the Co-coordinator, and he and the Editor-in-Chief met with each Standard Committee Chairman or his/her designee. All input was shared with the Chairman and each committee was requested to revise its chapter appropriately and submit this revision to the Self-Study office.

These revised chapters were then edited by the project Editor-in-Chief, and proof copies were prepared which were again made available to each committee for final corrections. After the final proofing, this report was submitted to the printer on July 1, 1982.







## STANDARD ONE

### PURPOSE

#### I. Origin and Development of Statement of Purpose

The Florida Legislature by an act passed in 1959 authorized the establishment of a junior college in Broward County. The college would operate within the framework of applicable state statutes as well as regulations (now known as rules) of the State Board of Education and would join an existing group of Florida public junior colleges in a system which had gained national recognition for its excellence. By the spring of 1960 the chief administrative officers of the College, then known as the Junior College of Broward County, were preparing for the charter class which would enroll in the fall of that year. Issuing the college catalog was among these preparations.

On page four of the 1960-61 catalog, the College states its raison d'etre:

#### Purposes

The Junior College of Broward County has as its main purposes:

1. To provide programs which parallel the first two years of degree programs in four-year colleges and universities.
2. To provide educational programs for students who do not plan to complete a four-year degree program but who can profit from the pursuit of a two-year program of general education beyond the high school level.
3. To provide a program for students which will enrich their cultural lives and improve their personal efficiency.
4. To serve all segments of the population by becoming an educational and cultural center for Broward County and South Florida.

These purposes reflected the Florida statutes (FS1959-228.14) which state:

(3) JUNIOR COLLEGES.--Junior colleges may be established at the discretion of the county boards in the manner prescribed by law. The term, junior college, as used herein shall mean an educational institution operated by the county board as part of the county school system and offering (a) a program of general education consisting of classical and scientific courses in the thirteenth and fourteenth grades parallel to that of the first and second years of work at a senior four-year state institution of higher

learning, (b) terminal courses of a technical and vocational nature, and (c) courses for adults.

During that first academic year the President appointed, among other faculty committees, one to consider the College's purposes and to make recommendations for the curriculum to comprise the College's definition of the general education requirement. The report of this committee no longer exists, but the wording of the College's purposes remain identical in several of the subsequent issues of the catalog.

In 1973 the College was undergoing its first self-study for re-affirmation. On page nine of the Report of the Institutional Self-Study of Broward Community College, Florida 1973 in the chapter dealing with the purposes of the College appears the following statement:

Broward Community College states its purpose in the 1972-73 College Catalog as follows:

1. To provide programs which parallel the first two years of a degree program in four-year colleges and universities.
2. To provide educational opportunities for students who do not plan to complete a four-year program, but who can profit from the pursuit of one-year and/or two-year programs of technical, health, semi-professional, and occupational education beyond the high school level.
3. To provide programs for students which will enrich their cultural lives and improve their personal efficiency.
4. To serve as an educational and cultural center for Broward County and South Florida.

Thus by the time of the last Self-Study, the College's purposes had undergone some subtle revisions and, incidentally, the College's name had changed to Broward Community College. The first interesting observation is that the purpose listed first remained identical after twelve years. The second purpose had been modified to recognize that Broward Community College had programs which could be completed in one-year, and the expression specialized education was dropped in favor of the more specific wording of technical and health. The omission of general education in the second purpose is less clear but perhaps reflects the opinion that, in light of the first purpose, it was redundant. The third purpose remained with only a minor stylistic change, and the rewording of the fourth purpose was likewise essentially a cosmetic change.

## II. Current Statement of Purpose

The current (1981-82) catalog states the College's purposes on page thirteen. These are:

1. To provide programs which parallel the first two years of degree programs in four-year colleges and universities.
2. To provide educational opportunities for students who do not plan to complete a four-year degree program, but who can profit from the pursuit of a one-year and/or two-year program of technical, health, semi-professional and occupational education beyond the high school level.
3. To provide programs for students which will enrich their cultural lives and improve their personal efficiency.
4. To serve as an educational and cultural center for Broward County and South Florida.
5. To provide special services, courses, and programs for groups with particular needs such as the culturally deprived, the senior citizens, those who need to learn new skills, and those who have specialized needs that can be met by short term credit and non-credit courses, seminars, lectures and classes, including regular offerings.

### III. Presentation and Analysis of Data

The first observation to make from an analysis of the College's present purpose is that the first listed purpose has remained virtually unchanged throughout the history of the College. While the College has never stated that the purposes are listed in a priority of importance, the stability and in situ emphasis of purpose number one reflect the primacy implied in the statutes themselves (FS1979-228.041,1b) where reference to courses paralleling the first and second years of work of the State University System precede the mentioning of occupational education and adult continuing education. A similar steadfast wording characterizes the second, third, and fourth purposes. This consistency should not be attributed to inattention or complacency on the part of the College's responsible individuals as documentation, following a discussion of the new (fifth) purpose, will show.

The fifth purpose speaks to those aims and objectives commonly within the purposes of two-year institutions of higher education whose view of offerings embraces areas somewhat broader than those of more conventional junior colleges. Such institutions are known as "community" colleges. This more inclusive point of view had become apparent in the College's expanded outlook, realization of which was made when its name (following an interim period when it was known as Broward Junior College) was changed to Broward Community College in 1970. Specifically, the Visiting Committee of the Southern Association of Colleges and Schools in its affirmation report recommended "that the purpose of the College be revised and expanded to reflect the continuing education function and other special activities" of the College. The wording of the fifth purpose was approved in a general faculty meeting on November 27, 1973, and with the recommendation of President Adams was presented to the District Board of Trustees. According to the minutes of its December 18, 1973, meeting the Board revised, by agenda item eleven, the College's purposes by adding this fifth purpose to Policy 2-10 (now known as Policy 6Hx2-2.06). The minutes of



the December meeting were officially approved at the Board's January meeting.

The fact that the College's first four purposes have remained virtually unchanged since the previous Self-Study ten years ago cannot be attributed to neglect. The District Board of Trustees on several occasions (December 18, 1973; June 15, 1976; March 21, 1978; August 19, 1980) since that time has given its attention to the policy statement dealing with the College's objectives. While some of these considerations took place because of non-substantive changes in terminology used by, or referring to, the Florida statutes or the State Board of Education, the March 21, 1978, revision added a Philosophy statement:

### Philosophy

Because Broward Community College is committed to the ideal of the worth and dignity of the individual, its underlying philosophy is to provide opportunities for youth and adults to develop themselves for a purposeful, gratifying, and useful life in a democratic society. The College accepts the national goal of providing at least two years of education beyond the high school level. Paramount in such education are programs of study designed to fit the needs of students with varying educational and vocational goals and those which provide co-curricular activities and community services consistent with the concept of the community junior college. Operating in the larger context of local, state, regional, and national higher education patterns, the College seeks to respond to the needs of the individual at his/her level of ability and development.

While the statement was not incorporated textually in the five purposes of the College, it does serve as an immediate introduction to them in Policy 6Hx2-2.06 and has served this same introductory function (with a revision in 1979-80, to correct the gender reference of the pronoun in the last sentence) in the 1969-70 catalog and all subsequent issues of this publication. The fact that no changes of substance in the purposes have been made on these occasions suggests that the faculty, the administration, and the Board are satisfied that no revisions are needed. In the HEMI Needs Assessment Survey in which 353 of the College's faculty and administrative staff responded to item seventy-seven dealing with the respondent's assessment of the extent to which the College is aware of the educational needs of the community, the mean response was 5.3 and the standard deviation was 1.8 on a scale of one through eight where eight represented the highest affirmative agreement. Although item seventy-seven is not directed specifically to the College's purposes, it does touch on a closely related area and is the best objective statistic presently available to indicate the satisfaction with the purposes.

The College's purposes are highly visible in their printed format. As previously stated, they appear as Policy 6Hx2-2.06 in the College's policy handbook, copies of which are distributed, along with required revisions,

to key College personnel, including each division chairman, and copies have been deposited in each of the campus libraries. As noted, the purposes are printed in the catalog which makes them readily available to students, faculty, staff, as well as the public at large. Additionally, they appear in the Faculty Staff Handbook which has been distributed to each full-time administrator and faculty member at the College. Furthermore, in a memorandum to "All Professional Staff" from the College's Executive Vice-President dated March 27, 1979, they are included with the Goals, Objectives, and Plans of the College as items for consideration in planning for the five-year period between academic years 1979-80 and 1983-84. They are also in the February 11, 1980, revision of this same memorandum, and distribution was once again made to all professional staff members.

The Purpose Committee has reviewed appropriate sections of the reports from each of the other Standards Committees. Each of these reports affirms that the College is meeting the standards in sufficient measure for the College to effectively fulfill these purposes.

#### IV. Projections

The Purpose Committee recognizes that these are times of change and uncertainty in our society. The College has not yet considered, in a comprehensive manner, the effect that these changes may have on its five stated purposes. The Purpose Committee believes that this Self-Study will provide the foundation to begin such an assessment.

Statutes which have been enacted by the State Legislature, or which are under consideration, may affect the philosophies and purposes of this College and other colleges in the Florida Community College System. The recently passed College Level Assessment Program and the new State-mandated writing requirement are examples of two such enactments which may alter the College's ability to meet its purposes. Restricted state funding and inflationary times may force changes in the purposes, or possibly a limiting of their scope.

#### V. Strengths

The College's purposes are highly visible. They are printed in a number of College publications. These purposes have evolved over the history of the College and accurately demonstrate the College's attempt to adapt to the changing needs of the community. The committee's evaluation confirms that the College is substantively fulfilling the purposes which it set for itself.

#### VI. Weakness and Suggestion

While the purposes of the College have changed over the years and are reviewed "occasionally," there is no plan for reviewing and updating the



purposes other than the Self-Study for the reaffirmation of accreditation every ten years. This interval between assessments of the College's purposes is much too long.

#### Suggestion

The College should charge a new Standing Committee with the responsibility of reviewing the current purposes on an annual basis. This review should include, but not necessarily be limited to, clarity of wording, degree to which the purposes are being met, effect of intervening variables on the appropriateness of the purposes, and suggested changes to the College's purposes.

#### VII. Summary

Purposes One through Four of the College are basically the same as they were at the time BCC was founded in 1960. The fifth purpose was added as a result of the recommendation of the Southern Association of Colleges and Schools Visiting Committee in its reaffirmation of accreditation report in 1973.

The Committee on Purpose has determined, as a consequence of its study, that the purposes are widely published and that they accurately reflect present community needs. The Committee has further determined that the College is adequately fulfilling these purposes.

Finally, the Committee has suggested that a new Standing Committee be formed with the charge to review the current purposes on an annual basis. This review would include the clarity of wording, the degree to which the purposes are being met, the effect of intervening variables on the appropriateness of the purposes, and the suggested changes to them.





## STANDARD TWO

### ORGANIZATION AND ADMINISTRATION

#### I. Relation Between Standard and Institutional Purpose

Broward Community College has five main institutional purposes. The following narrative reflects the perceived degree to which the existing organizational and administrative conditions fulfill them:

To provide programs which parallel the first two years of degree programs in four-year colleges and universities.

In this area, it is clear that BCC is structured in such a way as to give maximum priority to serving as a university parallel institution which directly feeds into the State senior colleges and universities.

To provide educational opportunities for students who do not plan to complete a four-year degree program, but who can profit from the pursuit of a one-year and/or two-year program of technical, health, semi-professional, or occupational education beyond the high school level.

In this area, it is clear that BCC has placed equally high emphasis on meeting these vocational/semi-professional needs. (See the Organizational Charts of Appendix I to verify the structural/administrative arrangement designed to support this educational purpose.)

To provide programs for students which will enrich their cultural lives and improve their personal efficiency.

BCC's community service operation and its willingness to enroll senior citizens late enhance the ongoing regular instructional program and go far towards fulfilling this important purpose.

To serve as an educational and cultural center for Broward County and South Florida.

The campuses are strategically located throughout Broward County so that the College may bring education and culture to the whole region. Furthermore, the College has outreach locations which extend to the whole of South Florida. In addition to Bailey Hall on Central Campus and OMNI Auditorium on North Campus, the College uses the facilities of War Memorial Auditorium, Parker Playhouse, and other auditoriums for educational and cultural programs. Moreover, to be consistent with this purpose, the College has an Office of Cultural Affairs.

To provide special services, courses, and programs for groups with particular needs such as the culturally deprived, the senior citizen, those who have need to learn new skills, and those who have specialized needs that can be met by short-term credit and non-credit courses, seminars, lectures, and classes, including regular offerings.

BCC provides special services (such as: IMTS, BETA, Tutorial, and Handicapped) which directly address the student population with unique needs.

## II. Presentation and Analysis of Data

The Standard Two Committee believes that the administrative organization of an institution of higher learning should bring together its various resources and coordinate them effectively to accomplish its objectives. This section of the Self-Study is concerned with how well it is presently accomplishing these objectives.

### A. Organizational Structure

Broward Community College operates under the authority of Florida Statute 230.753 under the State Board of Education, Division of Community Colleges. The College is organized administratively to operate as a single institution on many campuses and sites. Each campus is coordinated through the respective Provost as the chief executive officer who exercises general supervision over all other officers and functions on that campus. The Board of Trustees is the policy-making unit of the College. Under this Board are the President, Vice-Presidents, and their designated officers who join together to make this institution function as a single entity.

The President is the principal administrative officer of Broward Community College, reporting directly to the District Board of Trustees. The duties and responsibilities of the President are described generally in the Faculty/Staff Handbook. Legal authority for the powers and duties of the President are derived from Florida Statute Section 240.313 and State Board of Education Rule 6A-14.261. The general powers, duties, and responsibilities of the President are clearly summarized in Board of Trustees Policy



## Manual (6Hx2-2.02).

The Table of Organization illustrates that the President is the only College officer who reports directly to the Board of Trustees. (See Appendix I.) The President is responsible for preparation and delivery of the agenda for each meeting of the Board. The Assistant-to-the-President assembles all items for the agenda from the staff, trustees, and members of the College faculty. All regular and special meetings of the Board are open to the public, and public notice of Board meetings is provided at least two weeks prior to the planned time. Official minutes of the Board meetings are circulated throughout the College as well as to the area media.

Any citizen, or employee of the College, may request to speak before the Board on an agenda item, or request that an item be placed on the agenda. Such requests must be submitted to the Assistant-to-the-President in advance of the deadline established by that office.

As a part of collective bargaining agreements, matters relating to wages, benefits, hours, and working conditions are dealt with through negotiations. It is inappropriate for the Board to discuss negotiable items at regular meetings.

Board Policy 6Hx2-1.11 clearly states that the Board of Trustees shall concern itself primarily with Board policy matters and not with administrative details. The Board delegates to the President the function of overall management and administration of the College. Rules for administration are set forth in the procedures and guidelines governing the College.

The official name of the institution is Broward Community College. This legal name was adopted by the Board of Trustees September 15, 1970, and approved by the State Board of Education on September 23, 1970. The name accurately reflects the nature and purposes of the institution. Broward County is considered an independent, separate community-college district by Florida Statute 240.313. As a comprehensive community college, BCC offers programs and services designed to meet the educational and cultural needs of the residents of Broward County.

### B. Governing Boards

The Board of Trustees is the legal governing body for the operation of the College. It is constituted as a corporate body with all powers necessary and proper for the governance and operation of Broward Community College.

Members of the Board of Trustees serve four-year terms. They are appointed by the Governor, approved by three members of the Cabinet, and confirmed by the Senate. The Board of Trustees consists of five members, one of whom is the chairman. There is also a vice-chairman whose duty is to act as chairman during the absence or disability of the elected chairman. The chairman has as his/her official duties to preside at all

meetings of the Board, to call special meetings, and to attest to actions of the Board.

The trustees, after considering the recommendations of the President, have duties which include the following: identifying educational needs and adopting College programs, controlling College property, keeping and recording minutes of the meetings, establishing and organizing the operation of the College, dealing with personnel positions, entering into contractual agreements as representatives of the institution, recommending policy changes, and providing for equal access and equal opportunity in College employment practices. If a board member fails to attend three consecutive regular meetings in any one fiscal year, he/she may be removed.

Whenever any civil action is brought against any officer of the Board, including board members or persons employed by the Board, for any act related to performance of their duties, the District Board of Trustees may defray all costs of defending such action.

The Board becomes conversant with the problems and concerns of the institution informally through communication with College officers, faculty, and students, and more formally through the Board agenda, which is prepared in time to allow board members and community members time to review the contents, i.e., seven days. All members of the Board completed the needs assessment survey as part of the Self-Study.

The distinction between the Board and the administration is clearly defined in the Broward Community College Policy Manual: the Board is the legal governing body, and the administration, specifically the College President, recommends any procedural changes or contractual arrangements.

In terms of the lay advisory committees at BCC, some of the following data have been obtained from the "Advisory Committees Handbook" which is a new document.

One of the most important missions of the community college is to provide technical, career-oriented programs in response to defined needs of the community it serves. The very nature of such programs demands that a close cooperative relationship exist between the College and local industry, business, professions, and government. To foster this relationship, BCC maintains collegewide advisory committees for each of its technical and occupational programs. These committees are able to provide essential contributions because their membership represents employers and other community members who are respected and recognized as authorities in their fields.

Broward Community College establishes an advisory committee to assist in the planning, implementation, and evaluation of each of its occupational programs. A single advisory committee is established to serve the needs of a specific program, whether that program exists on one campus or on all campuses. The major function of advisory committees is to assist in program planning and implementation of program operations. Specifically:

1. To assist the College staff in determining the need for trained manpower in a specific area;
2. To advise the College in regard to work classifications and salary information in order to assist the process of communicating with prospective students;
3. To assist the College in developing a description of specific competencies which program graduates are expected to demonstrate;
4. To assist in arranging the defined competencies into the format of an established curriculum;
5. To advise the College staff in regard to equipment and facilities designed to implement the program;
6. To aid in securing assistance in implementing the program, especially scholarship assistance to students who may require help in attending college;
7. To serve as a communications link with the area's business and industry in regard to the aims of the program;
8. To assist, wherever feasible, in the placement of program graduates;
9. To provide feedback on a continual basis to the College staff in regard to the competency of program graduates in making suggestions concerning revisions and/or improvements in the program.

The lay advisory committees at BCC are required to meet at least twice a year. The first meeting in Term I is a goal-setting meeting in which, among other items, manpower needs are assessed and suggestions for recruitment of part-time faculty are solicited.

The second meeting of the year, which is held in Term II, is for evaluation. The lay advisory committee assesses whether the College program has been effective in meeting its goals.

All committees do, in fact, meet twice a year with some committees meeting once a month, especially those lay advisory committees in the Allied Health area.

The Executive Director for Technical Education at Broward Community College relies very heavily on the lay advisory committees for their expertise and input and makes every effort to implement their suggestions.

### C. Bylaws, Policies, and Faculty Manuals

The policy statements of the Board are formalized and published in the Policy Manual. These policies are implemented using formalized procedures and guidelines.

A Faculty/Staff Handbook is distributed throughout the institution. This manual contains general information concerning the organization and operation of the College and is intended as a reference to official documents such as the Board of Trustees' Policy Manual, Community College Rules, and Florida Statutes.

The Faculty/Staff Handbook contains the history, philosophy, and purposes of the College; a description of its organization and administration; se-



lected policies and procedures; and other information related to general and specific faculty concerns. The table of contents of the most recent edition is attached as Appendix II. This document is currently under review, and an updated version is expected about July 1, 1982. As presented, the current document appears to contain all of the information requisite to the successful adherence to this standard.

#### D. Size of Institution

Term I, 1980-81, the College enrolled a total of 28,186 students with a Full Time Equivalent (FTE) of 10,771.4. Enrollment by campus was as follows: Central Campus - 16,404 students with an FTE of 6,277.3; North Campus - 8,417 students with an FTE of 3,215.9; South Campus - 4,770 students with an FTE of 1,278.2. Complete enrollment information is presented in Appendix III.

The 1980-81 current funds income of the College was \$24,148,163. (An income statement appears in Standard Four, presented as Table 2.)

Based on the positive evaluation of the financial management of the institution presented in Standard Four, the institution has sufficient resources to support a viable educational unit. The institution is subject to the same economic pressures which are felt nationally, and the administration of the College will have to be careful to maintain a proper balance among the various areas of legitimate expenditures as the adequacy of financial resources may be lessened by inflation and legislative restraint.

#### E. Institution As a Unit

The College operates as a single institution on many locations with campuses, centers, and outreach facilities. For administrative purposes it is organized into campuses: North, Central, and South. In addition, classes are offered at various centers and off-campus locations.

All campus administrative functions are coordinated through the respective Campus Provost, who is the chief administrative officer on the Campus and who exercises general supervision over all officers and functions on the Campus.

College Vice-Presidents are policy and coordinating officers who, under the general direction of the College Executive Vice-President, give leadership to, and work closely with, their counterparts on the Campuses through the Provosts.

Although the College is considered a separate entity for financial reporting purposes, it is a part of the State's Community College System. The College is managed by an appointed Board of Trustees but is under the general direction and coordination of the Department of Education, Division of Community Colleges. It is also governed by Florida Statutes and Rules of the State Board of Education.

The accounts are maintained and financial statements are prepared on the accrual basis of accounting except for depreciation accounting as explained in note 5A to the yearly financial statements filed by the College. Notes receivable from students are reported at face value. An estimate of the amount of uncollected loans is shown in note 4A to the financial statement. Revenues of an academic term that encompasses parts of two fiscal years, such as a summer session, are reported in the fiscal year in which the goods or services are received. Student fees are considered earned when the College's refund period has expired.

#### F. Administrative Organization

The administrative organization of the College is presented as Appendix I. The Executive Vice-President reports directly to the President. The Vice-Presidents for Academic Affairs, Student Development, and Business Affairs report to the Executive Vice-President, as does each Campus Provost.

The Faculty/Staff Handbook describes the administrative duties and responsibilities for these key positions. The Executive Vice-President serves as the operational executive officer and exercises general administration and supervision of all College operations and activities as directed by the President. In the absence of the President, the Executive Vice-President acts as chief executive officer of the College.

The Vice-President for Academic Affairs serves as chief policy and academic program officer of the College to assure proper liaison among all academic personnel on all locations. The Vice-President exercises general coordination of policy and curriculum development and academic program administration throughout the College. He is responsible for providing adequate and effective communication and leadership in all aspects of academic affairs among and through the Provosts of the Campuses, the Deans of Academic Affairs, the Division Directors, and the Department Chairmen. The Vice-President serves as the College's representative to the State Council of Instructional Affairs and maintains liaison with the community in matters related to or affecting academic affairs in any respect and with all other offices and functions in the College to effect cooperation within academic affairs and other areas. The Vice-President must recommend all full-time professional instructional personnel and must develop and direct orientation programs for new faculty members and in-service training programs for the professional instructional staff.

The Executive Director for Technical Education, the Registrar, the Director of Libraries, the Director of Learning Resources, the Director of Open College, the Division Director of International/Intercultural Education, and the Director of the Planetarium report directly to the Vice-President for Academic Affairs. The Dean of Academic Affairs on each campus has a staff relationship with the Vice-President for Academic Affairs.

Each of these officers has responsibility for the general administration and supervision of all college operations and activities within his/her respective area.



There has been a major reorganization of the Academic Administrative Staff within the last year. Department Heads and Division Chairmen had been considered faculty positions with a supplement and reassigned time to conduct administrative duties. A taskforce was appointed by the Executive Vice-President to examine this structure and make recommendations after the faculty bargaining unit was defined to exclude individuals who make recommendations to hire/terminate, who evaluate personnel, or who have budgetary responsibility.

This taskforce made the recommendation which the College administration accepted that these positions become full-time administrative ones. Part of the reorganization plan cut the number of Division positions approximately in half, and the new position of Division Director has no teaching responsibility. There were also adjustments in the new Department Chairman positions, but these positions retain teaching responsibilities as part of their job description.

The Vice-President for Student Development serves as the chief Student Development policy officer of the College to assure program compatibility, effectiveness, and efficiency. The Vice-President is responsible for providing adequate and effective communication and leadership in all aspects of student development and for coordinating research appropriate to students. The Vice-President works with various college committees in the formulation of student development policies and cooperates with college academic personnel in developing a diversified curriculum. The Vice-President is responsible for recommending all full-time professional staff members to the Executive Vice-President.

The Director of Athletics, the Director of Student Activities, the Director of Financial Aid/Veteran's Affairs, and the Director of Special Services report directly to the Vice-President for Student Development. The other members of the Student Development staff report to the Vice-President or his designee. The Dean of Student Development on each campus has a staff relationship with the Vice-President for Student Development.

Each of these officers has responsibility for the general administration and supervision of all College operations and activities within his/her respective area.

The Vice-President for Business Affairs supervises the preparation of the budget, establishes procedures for necessary accounting and financial reporting, and is responsible for supervising these activities. In addition, the Vice-President is responsible for monitoring the collection of income and the disbursements of funds and for assuring that a systematic plan for physical plant maintenance and operation is in effect. Too, the Vice-President is in charge of building construction, is responsible for the planning and directing of campus development, and serves as a liaison with College architects. The responsibility for insuring that proper procedures for purchasing are followed, for supervising

business management of auxiliary activities, and for supervising non-faculty personnel administration is the Vice-President's.

The Comptroller, the Director of Employee Relations, the Director of Physical Plant, the Director of College Services, and the Coordinator of Health and Safety report directly to the Vice-President for Business Affairs. Each of these officers has responsibility for the general administration and supervision of all College operations and activities within his/her respective area.

The Campus Provost serves as chief executive officer of the Campus and is responsible for the coordination of all activities on that campus. The Provost assists the Executive Vice-President in planning for campus development and in coordinating activities on the campus with those on other campuses and centers.

The Dean of Academic Affairs and the Dean of Student Development report directly to the Provost on each campus. The Dean of Business Affairs on Central Campus reports directly to the Provost of Central Campus. The other two campuses do not have a Dean of Business Affairs.

The duties and responsibilities of these administrative officers are clearly understood and accepted by each officer. The administrative organization of the College is under constant review, and adjustments are made as conditions change so that the institution can carry out its mission.

While decisions are the responsibility of specific administrative officers, input from a variety of sources is encouraged. According to the needs-assessment inventory conducted at the beginning of the Self-Study, faculty members perceive that their input has little impact on final decision making. However, the legal responsibility for decision making is the administration's. Therefore, the faculty's role must be an advisory one.

While it is difficult to analyze the effectiveness of faculty input, the recommendations of collegewide committees such as the Academic Affairs and Academic Standards Committees are rarely rejected by the administration.

Feedback to collegewide standing and ad hoc committees is not consistent. There is no standard procedure for response/feedback to faculty and to other input sources. Reports filed on behalf of College committees are sometimes received by the appropriate administrative officer, and the rationale for the decision which he/she makes is not reported back to the committee.

Appropriate personnel are asked to serve on a number of short- and long-term committees, and there is a legitimate attempt to get the best input possible within time and other restraints affecting the decision-making process.

The duties of the other administrative officers are defined in the Faculty/

Staff Handbook. These officers understand the responsibilities of their positions.

Student membership on collegewide committees is encouraged, and student leaders are invited to make their views known to the administration. Almost nine hundred students completed the Needs Assessment Survey at the beginning of the Self-Study project.

The budgetary planning process allows up-the-line input from all areas, and the overall budgetary and staff allocations of resources are the result of this consensus process.

The Vice-President for Business Affairs has the primary responsibility for personnel in areas such as clerical services, plant operation and maintenance, and auxiliary enterprises. The qualifications for such personnel are developed through consultation with personnel in those areas and the personnel office. The Assistant Director of Personnel has primary responsibility for making grade/position/level recommendations to the Director of Personnel. A Personnel Review Committee acts as a peer review committee to evaluate the need to change the classification of existing positions.

College fringe benefits are provided for all full-time employees. These include retirement and insurance.

A personnel evaluation program for classified personnel is being planned and should be implemented by July of 1982. The new program will apply an evaluation process collegewide, and training sessions for all classified personnel and their supervisors will be held prior to its implementation.

According to the Needs Assessment Survey administered as part of the Self-Study project, a significant number of people in all areas of the College believed that the current system of performance review is inadequate. Performance reviews are not conducted uniformly, and current evaluation measures are not always conducted in a timely fashion.

It is the responsibility of the Director of Development, who reports directly to the President and serves as the head of the Broward Community College Foundation, to provide an effective, coordinated system of generating interest, understanding, involvement, and support on the part of the College's constituencies. This office develops strategy and plans for the cultivation of prospective donors, provides for the receiving, acknowledging, and recording of gifts, and maintains an effective working relationship and coordination with the BCC Alumni Association. The Director works closely with the Director of Program Support Services and Grants in all areas of mutual assistance.

The Director of College Relations coordinates the overall College relations program. The Director is responsible for maintaining close coordination and liaison with all communication media and with College personnel and College student leaders. The Director coordinates most College publications and assists and advises in the preparation of materials as



requested. The Director also prepares and furnishes information to the communication media and maintains a file of news releases concerning the College. The Director publishes a weekly newsletter for College personnel, the Broward Community College Quarterly, and the President's Annual Report.

The Director of Institutional Research and Systems Planning reports directly to the Executive Vice-President and is responsible for ascertaining the research needs of the institution and making recommendations relative to such research to the Executive Vice-President. The Director works closely with the Director of Internal Auditing and the Director of Data Systems to assure proper interfacing of systems and research activities. The Director prepares operating reports, analytic and summary reports, and special studies as may be deemed necessary. The Director is responsible for designing the schematic format for the implementation of the State-mandated Management Information System.

There is no Institutional Research newsletter, and results of College-sponsored studies are disseminated through normal administrative channels.

Support for these offices is consistent with support for other College offices. Their budgets are developed according to the College budget development manual. The Broward Community College Foundation is a non-profit charitable foundation, and its financial development is discussed in detail in Standard Four.

### III. Projections

There are no changes in the administrative organization contemplated or planned for the immediate future. The organizational structure appears to serve the current needs of the institution well.

The basic Master Plan format projected three major segments: 1) three campuses; 2) several centers; 3) provisions for off-campus classes. All of these were viewed as functions of a single institution and are functioning as such under the present administrative organization.

Statistical data indicate that there will be a need for several centers in high-density population areas. Using the Florida Turnpike as a central dividing line on a north/south axis, centers would be located on both the east and west sides of the Turnpike. These would be located in Hallandale/South Hollywood, Tamarac/Coral Springs, Lauderhill/Lauderdale Lakes/Plantation, Pompano/Deerfield, and in the unincorporated southwest corner of the county. This last center would be most likely to develop into a fourth campus if population projections are accurate. (See Appendix IV for map showing locations of these projected centers.

The administrative staff at each center would probably be limited to a coordinator who would report to the Provost of the campus serving the center's service district. If a fourth campus does develop, it would most likely have an administrative organization similar to the organization of

the campuses now in operation.

#### IV. Strengths

The distinction between the Board and the administration is a strength of the administrative organization of the College. The Board consistently concerns itself with policy matters and has delegated the function of the overall management and administration of the College to the President.

The job description for each administrative officer is clearly written, and each officer understands the function of his/her position.

There is continual interaction between and among administrative officers, and much of the decision-making process at the institution includes a variety of input from many college constituencies.

The recommendations of standing committees, such as Academic Affairs and Academic Standards, are generally accepted by the administration, and these recommendations are rarely rejected.

#### V. Weakness and Recommendation

According to the Needs Assessment Survey administered as part of the Self-Study project, a significant number of people in all areas of the College (vice-presidents, deans, directors, department heads, faculty, and staff) believe that there is an inadequate system of performance review. Performance reviews are not conducted uniformly, and current evaluation measures are not always conducted in a timely fashion.

##### Recommendation

The College should develop a performance review system for all employees and conduct training sessions for supervisory personnel and employees before its implementation.

#### VI. Weaknesses and Suggestions

The lack of a consistent feedback policy regarding committee recommendations to the administration creates a feeling that input from committees, committee members, and those outside of the committee is not valued.

##### Suggestion

The College should develop a consistent feedback policy so that College employees who provide input will understand why decisions are made. The implementation of this suggestion should also improve morale and make more employees willing to serve actively on College committees.



Current state law prescribes the composition of the Board of Trustees. It is not currently possible for faculty, staff, and students to be represented on the Board of Trustees. However, if this law were changed, valuable input from these different constituent members would be increased.

#### Suggestion

The administration should carry the suggestion that faculty, staff, and students be represented on the Board of Trustees to the Council of Presidents for discussion and the possible recommendation of the Council to the Department of Education and other appropriate bodies.

There is no formalized, routine line of communication between the Office of Institutional Research and non-administrative College staff. Results of research projects are typically included in the Fact Book which is distributed down the administrative organizational line to the department level. Many faculty and others are not aware of the results of studies in which they may have been involved or have interest.

#### Suggestion

The Office of Institutional Research should establish a newsletter which will have wide distribution throughout the College. The purpose of this newsletter would be to let members of the College community know when the results of studies are available and where they are available and to report summary results of studies which the Director of Institutional Research believes to be of interest to the College community.

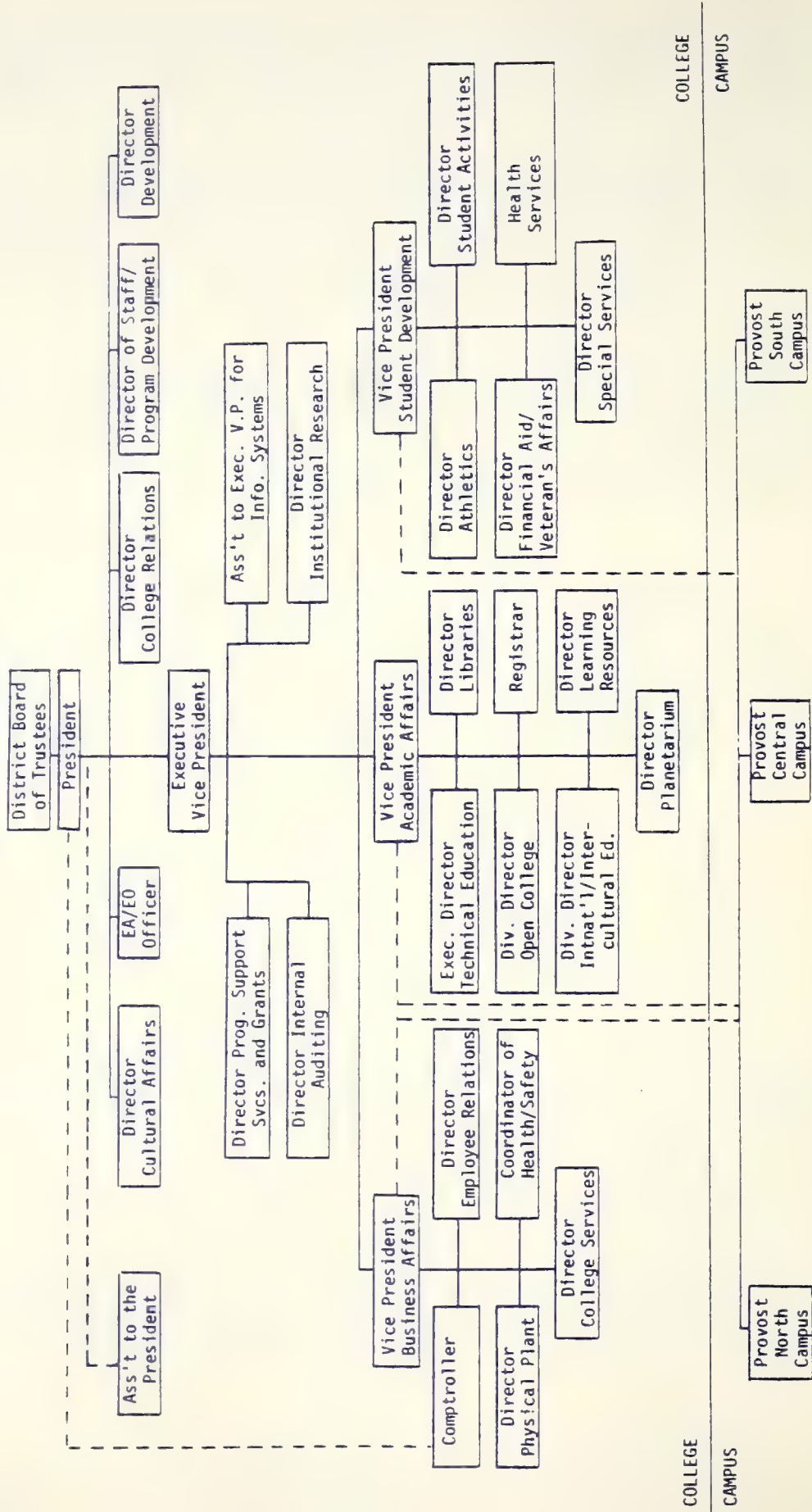
### VII. Summary

The results of the Self-Study indicate that equitable and understandable policies and guidelines do exist. The organizational and administrative structure of the College is appropriate to the size and complexity of the institution.

Within the past year, the administration made a major organizational change at the institution; a small group of faculty members, 64 out of approximately 340, voted "no confidence" in the administration and the Board of Trustees; and the faculty became unionized. Now a clearer demarcation between the faculty and administration exists.

As of this writing, the first contract between the Union and the College has been ratified. Perhaps some of the concerns of the faculty will be alleviated as a result of the contract.

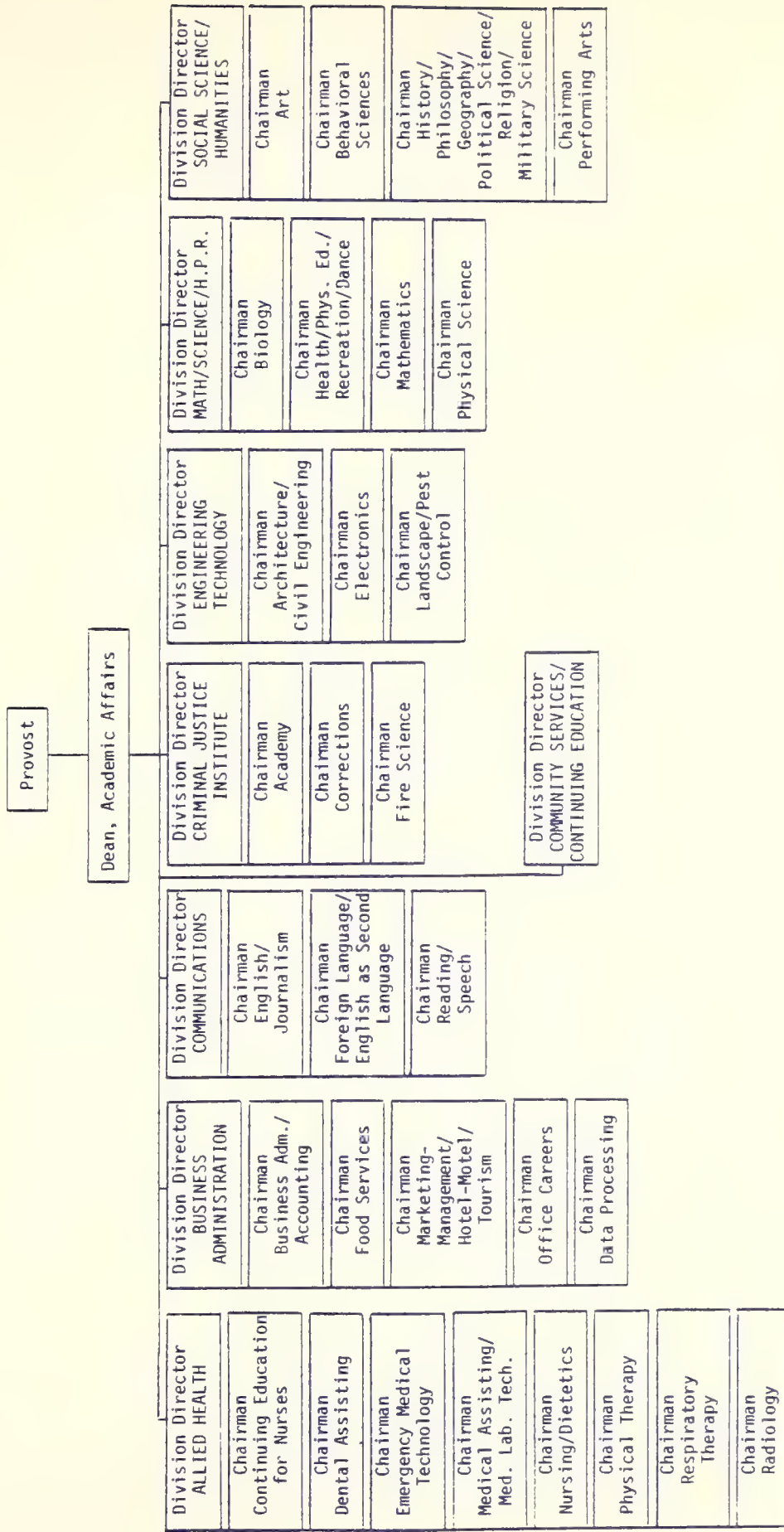
The administration should adopt a proactive posture to deal with the perceptual problems identified as part of the Needs Assessment Survey.

BROWARD COMMUNITY COLLEGE  
COLLEGE ADMINISTRATION  
TABLE OF ORGANIZATION

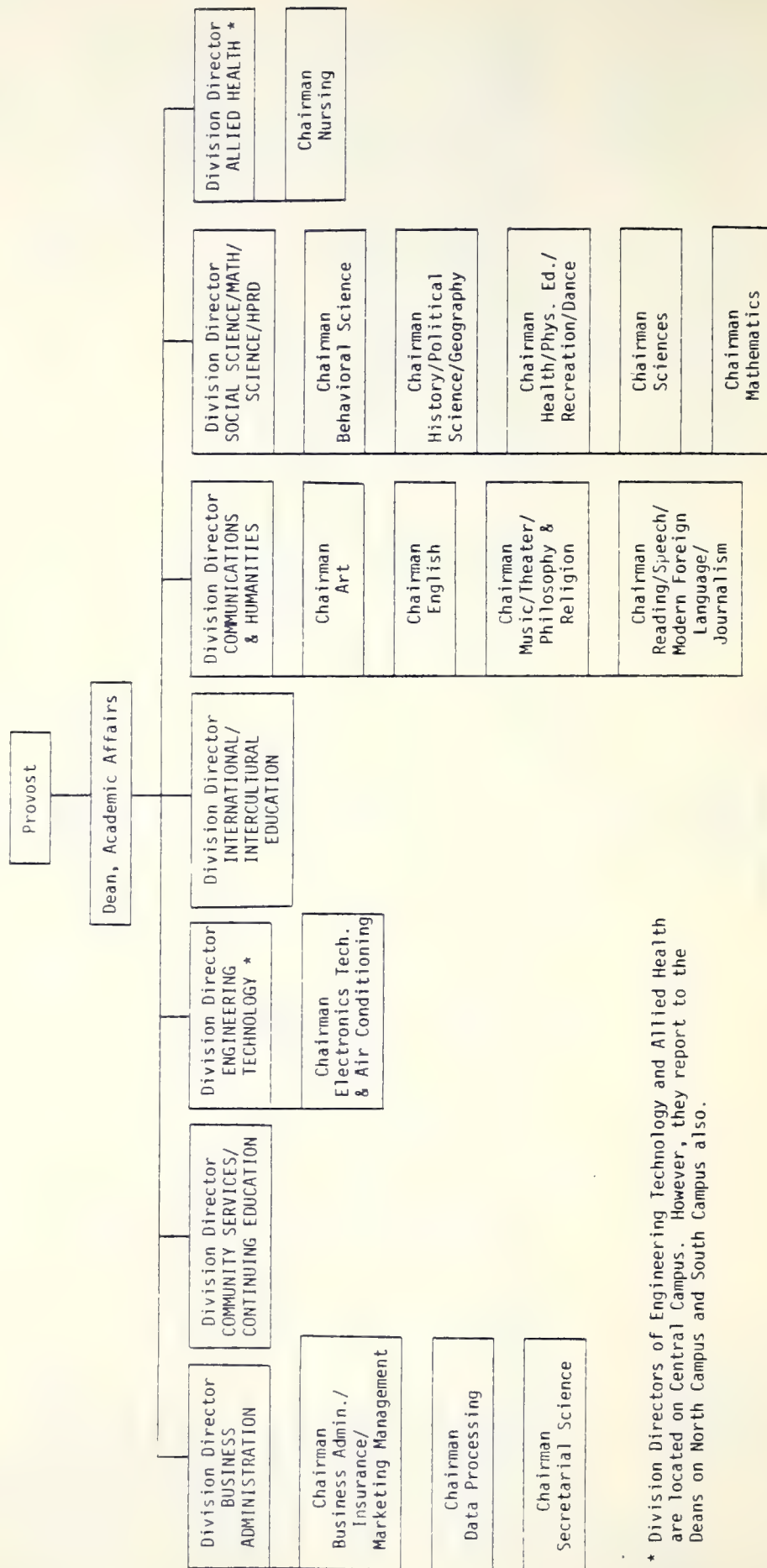
APPENDIX I, continued

BROWARD COMMUNITY COLLEGE

CENTRAL CAMPUS



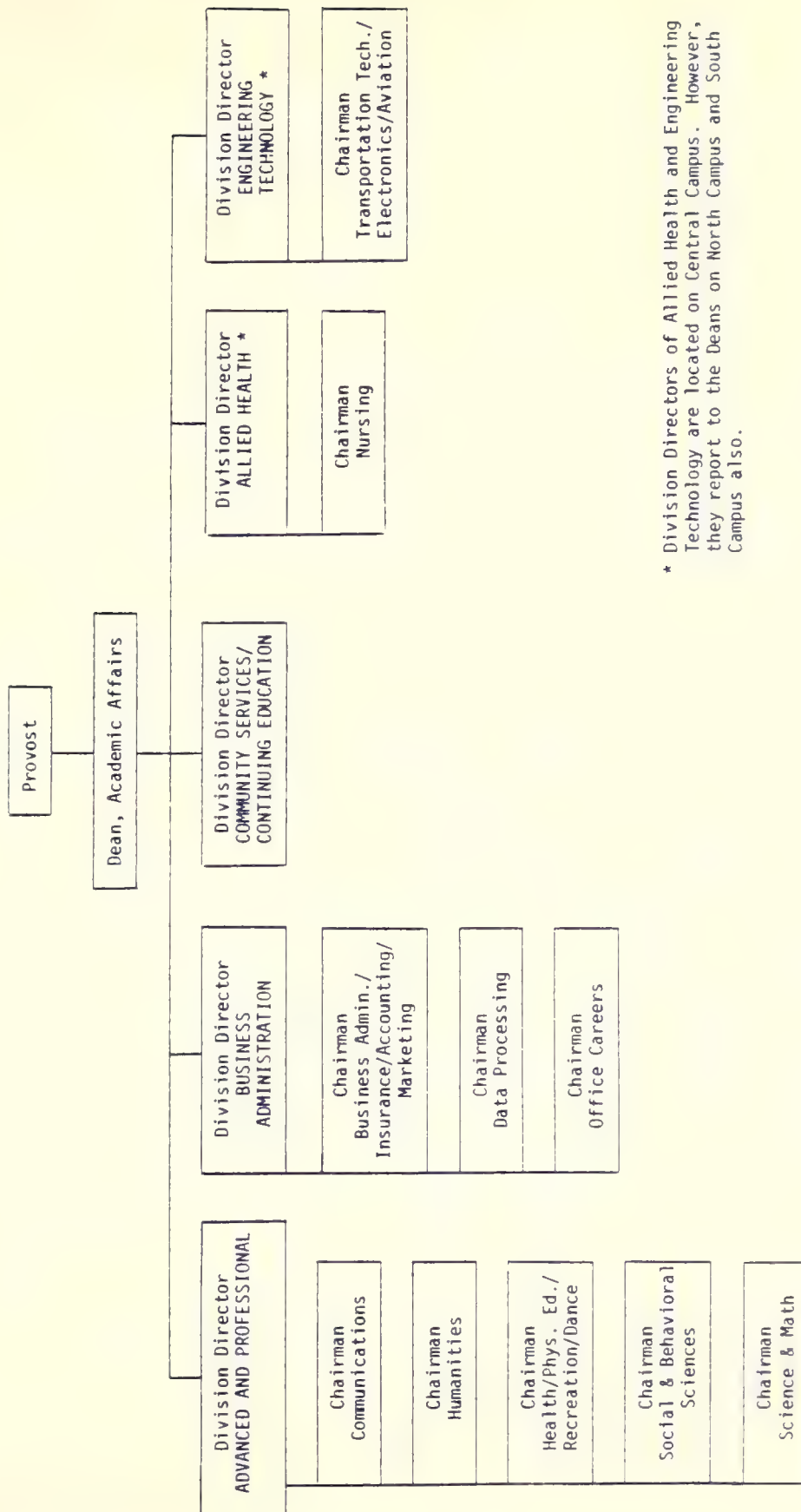
APPENDIX I, continued  
BROWARD COMMUNITY COLLEGE  
NORTH CAMPUS



\* Division Directors of Engineering Technology and Allied Health are located on Central Campus. However, they report to the Deans on North Campus and South Campus also.



APPENDIX I, continued  
BROWARD COMMUNITY COLLEGE  
SOUTH CAMPUS



\* Division Directors of Allied Health and Engineering Technology are located on Central Campus. However, they report to the Deans on North Campus and South Campus also.



## APPENDIX II

### FACULTY-STAFF HANDBOOK

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# APPENDIX III

## BROWARD COMMUNITY COLLEGE OFFICE OF INSTITUTIONAL RESEARCH ENROLLMENT 1980-81

	College-Wide			Central Campus			North Campus			South Campus		
	Term I	Term II	Term III	Term I	Term II	Term III	Term I	Term II	Term III	Term I	Term II	Term III
FTE	10,771.4	9,823.0	3,749.1	6,277.3	5,613.2	2,161.9	3,215.9	2,970.1	1,047.3	1,278.2	1,239.7	511.1
Total Students	28,186	26,831	13,179	16,404	13,601	8,069	8,417	9,797	4,016	4,770	4,753	1,776
Total Credit Students	19,364	17,950	10,007	11,583	10,491	5,909	5,786	5,630	2,941	3,114	2,903	1,634
(1) Full-time	6,925	5,994	872	4,032	3,424	502	1,993	1,718	208	507	501	53
a. Male	3,361	2,804	385	1,997	1,599	221	961	804	90	203	214	15
b. Female	3,564	3,190	487	2,035	1,825	281	1,032	914	118	304	287	38
(2) Part-time	12,439	11,956	9,135	7,551	7,067	5,407	3,793	3,912	2,733	2,607	2,402	1,581
a. Male	4,457	4,637	3,561	3,031	2,988	2,242	1,357	1,560	1,087	807	801	482
b. Female	7,982	7,319	5,574	4,520	4,079	3,165	2,436	2,352	1,646	1,800	1,601	1,099
Day only Cr. Students	9,232	8,118	5,296	6,026	5,074	3,352	2,525	2,522	1,519	1,379	1,188	800
Day/Evening Credit Students	3,165	3,391	1,296	1,631	1,741	605	974	980	347	340	456	214
Evening Only Credit Students	6,967	6,441	3,415	3,926	3,676	1,952	2,287	2,128	1,075	1,395	1,259	620
Credit/Audit/Non-Cr. Students	10	11	2	0	1	1	7	9	0	2	1	0
Credit/Audit Students	286	270	58	167	177	35	86	69	16	24	19	4
Audit Only	350	141	104	179	91	63	148	40	31	38	18	16
Audit/Non-Credit	49	13	3	3	3	2	37	10	0	6	0	0
Credit/Non-Credit	235	237	62	106	86	24	54	98	18	23	12	4
Non-Credit Only	8,423	8,727	3,065	4,639	3,016	2,095	2,446	4,117	1,044	1,612	1,832	126

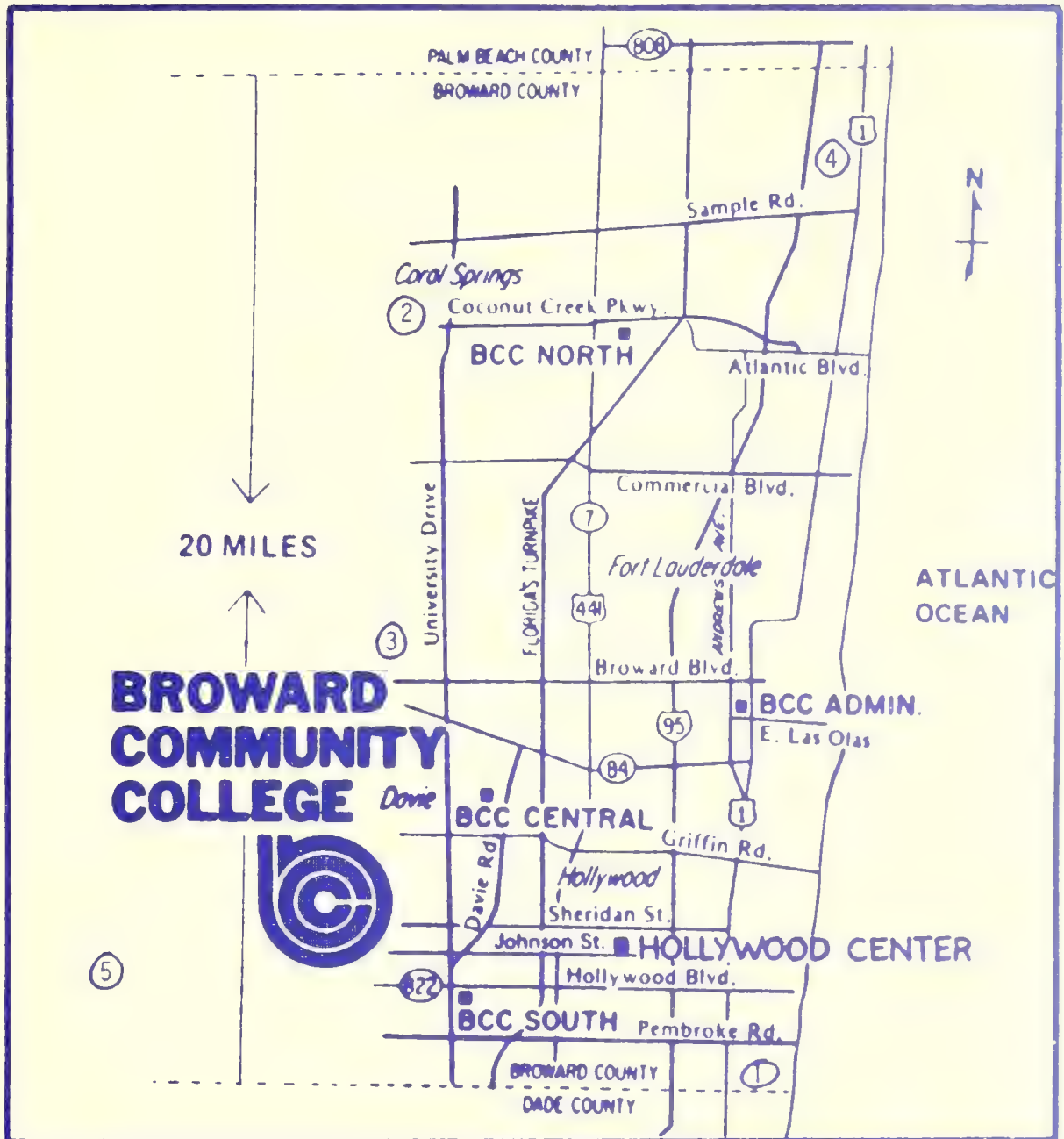
APPENDIX III, continued

BROWARD COMMUNITY COLLEGE  
OFFICE OF INSTITUTIONAL RESEARCH  
AVERAGE STUDENT CREDIT LOAD BY CAMPUS  
1980-81

Student Type	Total College Credit Hour Load			Central Campus Credit Hour Load			North Campus Credit Hour Load			South Campus Credit Hour Load		
	Term I	Term II	Term III	Term I	Term II	Term III	Term I	Term II	Term III	Term I	Term II	Term III
Total*	8.23	8.13	5.57	8.03	7.94	5.44	8.17	7.84	5.30	6.09	6.36	4.66
Full-time	13.80	13.90	13.63	13.73	13.84	13.58	13.78	13.93	13.25	13.82	13.57	13.30
Part-time	5.12	5.23	4.80	5.00	5.09	4.68	5.23	5.16	4.69	4.58	4.86	4.37
Day Only	9.74	9.45	5.96	9.51	9.35	6.05	10.15	9.28	5.58	7.02	7.22	4.70
Day/Evening	11.81	12.01	8.72	11.45	11.82	8.55	11.73	11.62	8.42	10.33	10.55	7.62
Evening Only	4.60	4.42	3.78	4.35	4.17	3.42	4.48	4.38	3.89	4.14	4.04	3.59

\*The total line indicates the credit hour load for the entire student body which is then described by subdivisions of enrollment status (full-time/part-time) and by time of the day attending classes (day, day and night, night).

# APPENDIX IV LOCATIONS OF PROJECTED CENTERS



1. Hallandale/South Hollywood
2. Tamarac/Coral Springs
3. Lauderhill/Lauderdale Lakes/Plantation
4. Pompano/Deerfield
5. Unincorporated Southwest Broward









### STANDARD THREE

#### EDUCATIONAL PROGRAM

##### I. Relation Between Standard and Institutional Purpose

The Educational Program Standard encompasses all five of the purposes of the institution. BCC provides programs which parallel the first two years of degree programs in four-year colleges and universities. It provides educational opportunities for students who do not plan to complete a four-year degree program, but who can profit from the pursuit of a one-year and/or two-year program of technical, health, semi-professional, and occupational education beyond the high school level. It provides programs intended to enrich the cultural lives of students and improve their personal efficiency. It serves as the educational and cultural center for the county. Finally, it recognizes the necessity for providing special services, courses, and programs for groups with particular needs (such as the culturally deprived and the senior citizens) which can be met by short-term credit and non-credit courses, seminars, lectures, and classes (including regular course offerings).

##### II. Presentation and Analysis of Data

###### A. Admissions

The administrative organization within the institution designates the College Registrar as the chief officer responsible for control and administration of admission policies. Under the general supervision of the Vice-President for Academic Affairs, he is responsible for implementing officially adopted policies throughout the institution. The Registrar is assisted by an Associate Registrar at the collegewide level. The Registrar supervises and directs the operation of the college office which handles all admissions and records. The Associate Registrar is responsible for carrying out all activities necessary to the operation of the Registrar's office on each of the College's campuses and at other locations. On each campus a Registration Coordinator is responsible for directing the staff and providing services to the students in all ways in which they have interaction with the Registrar's Office. Each campus maintains a copy of the records of the students. Operational procedures of the Registrar's Office are detailed in the Faculty/Staff Handbook.

The admissions policy of Broward Community College is clearly stated in

the official catalog. The admissions policy was established by the Board of Trustees in keeping with the State Board of Education Rules (6A-8.62). Special problems arising from admissions policies which call for exceptions or variations are submitted to the Academic Standards Committee for review and action.

The guidelines for admission to the College are provided by State Statutes and State Board of Education Rules. Within these guidelines the Board of Trustees of the institution may set specific policies. Recommendations to the President concerning admissions policies may be submitted by any faculty member or administrator through the Academic Standards Committee and the Vice-President for Academic Affairs. The President makes the final recommendation to the Board of Trustees.

Admission to BCC is based on the principle of the "open door." The State Board of Education Rules (6A-8.62) state: "Such policies shall be designed to promote the welfare of the individual student, and admission to the junior college shall not include educational requirements greater than a high school diploma or its equivalent." The policy has proved to be effective in admitting students who can benefit from the educational program. A detailed discussion of open admission is included later in this report.

#### Admission to Selective Programs

Broward Community College offers eleven health-related programs leading to an A.S. degree or certificate: Dental Assisting, Dietetic Technology, Emergency Medical Technology, Medical Assisting, Medical Laboratory Technology, Nursing, Physical Therapy Assisting, Respiratory Therapy, Radiologic Technology, Radiation Therapy, and Ultrasound. Admission to these programs is limited because of clinical facilities and staff.

Upon completing general requirements for admission to the College, an applicant submits the appropriate allied-health program application to the admissions clerk. The admissions clerk monitors the admissions procedures for all prospective allied-health students.

Criteria used in selecting students vary from program to program but generally include high school diploma or equivalent, grade point average, reading and mathematics test scores, letters of reference, personal interview, and physical and dental records.

Applicants not accepted into a program may re-apply by informing the admissions clerk who will re-process the applications.

#### Admission of Transfer Students

College-transfer applicants are accepted under the same general policy as other applicants. Additional requirements are that these applicants must also submit evidence of good standing at the college last attended.

Applicants on suspension from another institution must remain out of



school for a minimum of one academic term prior to admission.

#### Admission of Out-of-State High-School Graduates and Foreign Students

Out-of-state applicants are accepted under the same general policy as other applicants. Priority is given to Florida students when facilities are limited.

Foreign high-school graduates who wish to be admitted as regular students must show evidence of graduating according to United States standards and of having a command of the English language in terms of being able to succeed in college work. Those who do not show a reasonable command of English on their transcripts are required to have a personal interview with the Admissions Director and may be referred to the "English as a Second Language" Program.

#### Admission of Special Students

Certain adult students without high-school diplomas may be admitted for non-degree-seeking status. Each case is considered individually.

#### Admission with Advanced Placement

The College cooperates fully with accredited high schools and colleges in the Advanced Placement Program of the College Entrance Examination Board. Credit is given for examinations with scores of three or better.

#### Admission of High-School Seniors

The College has an Early-Admissions Policy. High-school students who have earned a grade point average of at least 3.0, completed all requirements through the eleventh grade, obtained the recommendations of both their high-school principal and guidance director, and gained the approval of the College Registrar may be granted early admission to the College contingent upon the student's completing at least twenty-four hours of credit with a grade point average of at least 2.0 and the high school's conferring a diploma recognizing graduation from high school.

In accordance with this policy, high-school seniors who have demonstrated their ability by excelling in their work, under a dual enrollment plan, may be admitted to the College to pursue a course or courses consistent with their graduating from high school and meeting State Board of Education Rules relative to classification of high-school attendance. To qualify for such a dual enrollment, each student must have at least a grade point average of 3.0 and be recommended by the director of counseling and the principal of his school. No college credit will be granted until high-school graduation has occurred.

#### Admission of Non-High-School Graduates

Any student who is at least eighteen years old, who has not graduated from high school, and who cannot qualify to sit for the General Educational

Development tests (G.E.D.) for an equivalency diploma may be admitted to the College on a provisional or conditional basis pending the completion of at least twelve semester hours of regular college courses with a grade point average of at least 2.0.

### Academic Advisement

Academic advisement is available to all students during registration for each term at BCC. Academic advisors and counselors help students plan their program of study, select individual courses, and assess their progress as they continue their studies.

New students must see an academic advisor or counselor before they register. Transfer and returning students are encouraged to seek advisement in order to review their former records. Test scores and academic records are reviewed and a program of studies is planned. The student may self-advise for ensuing semesters but is encouraged to return for advisement if he or she encounters academic problems, plans a change in educational goals, or wishes to consult periodically with an academic advisor or counselor on the accuracy of his/her self-advisement. The student must return for graduation evaluation prior to his/her last term at the College.

### Assessment and Placement

Broward Community College provides an assessment program for all new students and for transfer and returning students when previous records indicate need for further placement information.

The Assessment and Placement Program gives the student an opportunity to meet with an academic advisor or counselor before choosing his/her academic program and classes. The advisor/counselor uses transcripts; previous test scores; S.A.T.; A.C.T.; English and Mathematics departmentally designed self-assessment forms; and tests in English Composition, Reading, and Mathematics (if adequate records are not available) to aid the student in making career choices and course selections that will help him/her proceed towards future life goals.

Students with previous foreign language experience take placement tests in the Counseling Office to determine the level of study they will begin in college. Placement testing for students who have English as their second language is provided by the English as a Second Language (ESL) office on Central Campus.

### Registration

After a student completes the scheduling of classes through either counseling or self-advisement, the next step is registration. The requested schedule of courses is entered on an on-line computer. The completed registration slip is then given to the student with a total of the fees owed and a date that payment is due. Fees may be paid immediately or by the date shown on the registration slip. A schedule may be changed as often as necessary at no charge to the student if done before the term starts.

## Enrollment

BCC has experienced a continual pattern of growth throughout the past years even though the characteristics of the typical community-college student are changing. It is anticipated that the College will continue to grow in accordance with the growth rate of Broward County and as offerings of the College are modified to fill the needs of different kinds of students.

Enrollment figures in FTE (Full-Time Equivalency) for the past five years along with projected enrollments for the next three years are listed in the chart below.

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<u>YEAR</u>	<u>ACTUAL FTE ENROLLMENT**</u>
1976-77	10,287
1977-78	10,835
1978-79	11,089
1979-80	11,877
1980-81	12,379
1981-82*	13,097
1982-83*	13,555
1983-84*	14,043

\* Projected  
\*\* Excluding CIS Enrollment

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BCC conducts an active student recruiting program throughout the county. This program is administered by the Vice-President for Student Development with direct supervision at the campus level by the Deans of Student Development. Recruitment teams including counselors, Deans of Student Development, Academic Deans, Provosts, Financial Aid Officers, and Student Activities personnel visit area high schools regularly throughout the year.

A concerted effort is also made to recruit minority students. Target high schools with large minority enrollments are visited by special minority recruitment teams which include minority representatives. During the 1980-81 academic year, the College conducted the Brotherhood of Man Series as a result of a state grant. This program made it possible for the College to conduct assembly programs in high schools with large minority enrollments and to present nationally known black personalities including Alex Haley, Rosie Greer, and Martin Luther King, III.

BCC is approved for veterans training in associate-degree programs only. Veterans are subject to the scholastic standards of the College as outlined in the Catalog, and to a Veterans Administration standard of progress requiring that the College report a veteran as making unsatisfactory progress when his/her cumulative credits of failing grades exceed twelve.

The policy on foreign students is on Page 17 of the 1981-82 College Catalog.



These students have a special counselor to guide them as the College is fully committed to assisting the international students in their educational endeavors, particularly those students in the Caribbean and Central and South American countries. BCC encourages the application for admission of students from other nations who show promise of profiting from their educational opportunities and experiences in the United States. Basically, the student must have the equivalent of a high-school diploma and have the potential to be academically successful, along with written verification that he/she is proficient enough in oral and written English to do satisfactory work in the English language. Special classes in English for foreign students are offered for those who have language difficulties.

## B. Curriculum

The curriculum of BCC is in keeping with the definition and concept of a community college. A wide variety of programs is offered for college-transfer students. Technical, business, and professional programs cover a wide range of fields and are continually being expanded. Special types of programs are offered for students with particular interests or needs.

### Academic Affairs Committee

Changes in the curriculum do not always occur as a result of any formalized plan or systematic program of surveys and studies, but occur, most frequently, through informal channels and individual effort and initiative. Surveys and other studies provide information to assist in making curriculum changes. Various members of the administration and staff are members of business, civic, service, and other organizations. Through such groups, they learn of community needs and develop cooperatively with the groups the educational programs to meet the needs. As the reputation of the College has grown, its graduates and many other persons have contacted the College and asked that a program be provided to meet a particular community need. Also, changes may be initiated by College personnel and advisory committees who sense a community need, confirm the need, and then develop an educational program to meet the need.

The data presented in this section of the report indicate a high degree of consistency between the offerings and the stated objectives of the College. (See Appendix I for listing of degree and certificate programs.) All faculty and administrators share in the responsibility for maintaining this consistency. However, the key persons in maintaining it are the department chairmen, division directors, and academic deans, with the Vice-President for Academic Affairs having the responsibility for coordinating the efforts.

Changes in curriculum may be initiated by a member of the instructional staff, a student committee, a college committee, the faculty senate, or an administrator. However, the changes most commonly originate at the departmental level and proceed through the division directors, the academic deans, the Academic Affairs Committee, and the President to the Board of Trustees. As the consideration of a course or program moves through the various administrative levels, it can be disapproved at any level but must proceed on



through subsequent levels. When the course or program is presented to the Academic Affairs Committee, any member of the faculty or the administration may appear before the Committee to discuss its merits. After having given the matter consideration, the Academic Affairs Committee makes its recommendation to the Vice-President for Academic Affairs of the College who, after consideration, forwards the Committee's recommendations, together with his recommendation, to the President. The President then submits the proposal to the Board of Trustees with his recommendation for action.

## Degree Programs

### 1. The Associate in Arts Degree

The Associate in Arts Degree provides the courses of study equivalent to those offered to the freshman and sophomore students in the lower division of Florida's state universities. The degree requirements consist of the general education requirements which parallel the universities' requirements and electives in preparation for a major area of study. Students are encouraged to contact at an early date the specific institution to which they wish to transfer regarding that institution's unique requirements.

To graduate with the Associate in Arts Degree, the student must complete sixty semester hours of academic credit, as well as four semester hours of physical education activity courses, with a grade point average of at least 2.0. Of the thirty-six hours required for general education courses, six must be approved International/Intercultural courses. Excluded are special technical courses, courses beginning with the number 0, Special Services courses, and courses carrying institutional credit only.

### 2. The Associate in Science Degree

BCC offers several programs for students who are interested in preparing for a career that requires study beyond the high school level but does not require a four-year program. The College offers many Associate in Science Degree programs. They range from secretarial-science programs to health-related programs such as dental hygiene and registered nursing.

Students are advised that when they make the decision to follow an Associate in Science Degree program, they are not necessarily preparing themselves for transfer to a state university. If later they decide to attend a university, they may be required to do additional work at the freshman or sophomore level in order to earn enough credit hours to transfer.

In the Associate in Science Degree program, courses generally fall into two basic groups. One group includes specialized courses in the area of concentration, and the other includes general education courses which are designed to help the student develop as a well-rounded individual capable of thinking and acting as a

mature, educated, and enlightened citizen.

In all instances, the final responsibility for meeting the graduation requirements for an Associate in Science Degree rests with the student. Specific information pertaining to the various A.S. Degree programs is provided in the College catalog.

### 3. Associate in Science in General Studies

There are some students who want to take credit work for the excitement and joy of learning but do not want to seek an A.S. or an A.A. degree which will transfer. For these students, BCC, in 1977, developed an Associate in General Learning Degree which was subsequently changed to an A.S. Degree in General Studies. This degree requires sixty credit hours of study and is not transferable to an upper-level university unless, of course, the students wish to meet whatever additional requirements would be necessary to transfer.

Credits may be earned in a wide variety of university-parallel and technical courses and can range from literature to electronics courses to a concentrated program of study in a particular subject area. The degree will enable students to exercise a maximum of freedom in determining the course content. If students elect to complete the General Education requirements adopted for the Associate of Arts degree, the Associate of Science in General Studies will carry the "General Education Requirements Fulfilled" notation.

### College Level Examination Program

Students who score at the fiftieth percentile or above on certain general or subject examinations administered by the Education Testing Service in its College Level Examination Program may be granted up to thirty semester hours of credit. Details of the policy are available from the Counseling Office.

### Open College

Open College is an academic unit of Broward Community College offering opportunities for academic work to persons who find it difficult to attend regularly scheduled classes on campus. Courses are presented by television, radio, newspaper, and independent study in the student's own home or in the learning laboratory on each campus.

Open College grew from the practice of offering certain courses in limited numbers through the Outreach program coordinated by the Community Services offices. In the academic year 1975-76 four courses in three disciplines were offered under the supervision of the Coordinator of Community Services and were designated Open College course offerings. Growth was insignificant over the next several years, for in the 1979-80 fall term, four courses in three academic disciplines attracted only eighty-seven students. In the current term (fall 1981-82), Open College course offerings total seventeen in six academic disciplines: history, sociology, psychology, science,

business and English. The student enrollment is presently 396.

In Term II, 1981-82, Open College will be conducting a pilot project by offering television courses on an education channel of one of the area's cable companies. The potential for growth is great, in that the number of subscribers to cable television services in Broward County is considerable, currently over 120,000. Open College plans to telecast courses through the facilities of each of the cable companies in the county, probably beginning in the next academic year.

Open College offers credit courses to students who find traveling to on-campus classes difficult or impossible. Many courses require only two trips to campus - for midterm and final examinations. However, most courses offer optional discussion sessions several times during the term.

The courses are presented in various modes: television, radio, and directed study. In the present term, eight courses include series of televised lectures, and two include similar series of radio lectures. The other seven courses are offered through directed study. Each of the courses employs a study guide and a textbook. Several also include additional printed materials such as test booklets.

Each course is supervised by a member of the College faculty who prepares communications with students such as orientation letters and activities schedules. In addition, each maintains contact with students by telephone, mail, or conference, as appropriate, throughout the term.

#### Certificate Programs

In some instances, completion of a two-year degree program is not necessary for an individual to become qualified for employment in a specialized field. To meet the employment requirements in some of these fields, the institution offers several Certificate Programs in specialized areas such as Air Traffic Control, Dental Assisting, Police Science, and Radiation Therapy.

#### Community Services

Many community services programs are provided for diverse interest groups throughout the community by means of seminars, short courses, workshops, and individual speakers and lecturers.

The Continuing Education/Community Services Division is a vital element of the total program at BCC. This division has the primary purpose of emphasizing the community - its needs, its desires, its people. Staffed by a Division Director at each campus (North, Central, and South), community services extends the College into the community through non-credit offerings and outreach programs which reach beyond the traditional limits of college-credit restrictions.

Community services programs are designed to provide continuing education opportunities for individuals wanting to upgrade their present skills or to explore new occupational fields, cultural and community enrichment studies for groups and individuals seeking to enhance the quality of living in the



community, personal entertainment and recreation for individuals wishing to explore new activities for personal growth and enjoyment, and resources for industry, government, and professional groups desiring to supplement their own training and development programs. Community services programs are offered as short courses, seminars, forums, workshops, and institutes. The structure of a program is determined by the nature of the material, the instructional approach, and the needs of the requesting individuals or organizations.

There are on-going programs at each campus of the College. Courses and programs designed to meet the needs of contemporary women are available through Women's Centers. Project SEE (Senior Enrichment Experiences) provides stimulating lectures and discussions for senior citizens. The Center for Parenting and Family Living, which serves as a resource for concerned parents, sponsors classes and workshops on all three campuses.

### Honors Program

Since Term I of the 1968-69 school year, the Honors Program has provided for the gifted student in certain areas of study. Students qualify for admission by being in the top 10 percent of their high school graduating classes or by receiving recommendations by teachers or counselors. Participation is on a voluntary basis.

The program has included courses in a number of departments. Currently, Honors courses are offered by the following departments: Biology, English, History, and Psychology. During Term I, 1980-81, fifty students were enrolled in four honors classes.

Honors students are expected to be able to work independently and to discuss ideas rationally and lucidly. They are encouraged to be creative in their thinking and writing.

### Scholars Program

The BCC Scholars Program each year provides scholarships for two-years' full tuition to one hundred students who are in the top 10 percent of their high school graduating classes.

When they graduate from BCC, students in this program who have maintained a 3.25 grade-point average are eligible to apply for full-tuition scholarships at Florida Atlantic University or Florida International University. The three institutions cooperate closely to provide these scholarships and to keep some of South Florida's best students in this area.

### Cooperative Education

The Cooperative Education Program is designed to give students the opportunity to gain work experience related to their academic majors while still attending college. Students may work either full- or part-time and earn academic credits for pre-planned learning that occurs on the job.



## 1. Eligibility

All students who have completed one semester (twelve credit hours) are eligible to enter the cooperative program provided they meet the following requirements:

- a. Students should have a 2.0 GPA and be in good academic standing.
- b. Students must intend to remain in the cooperative program until graduation from Broward Community College.

A student who does not meet these criteria may apply for special entry into the program. This application must be approved by the Cooperative Education Department.

## 2. Course Requirements for the Cooperative Education Program

There are three different Cooperative Education Plans offered at BCC: the Parallel Plan, the Alternating Plan, and the Internship Plan.

The Parallel Plan operates as follows: A full-time job, meeting the requirements of a student accepted into the program, is obtained by the Co-op Office. The student works ten to twenty hours per week year-round while attending school full time. The student receives two semester hours of credit for each work term.

The Alternating Plan operates as follows: A full-time job, meeting the requirements of a student accepted into the program, is obtained by the Co-op Office. This assignment is usually shared by a pair of students on an alternating basis. While one student is working on the job, his/her partner (alternate) is attending classes. At the end of each semester, the students change places. They receive three credit hours for each work term.

The Internship Plan operates as follows: A full-time job, meeting the requirements of a student, is obtained by the Co-op Office. The student works for one term (usually the summer term). The student receives three credit hours for the assignment which is selected to provide experience in his/her own chosen field.

The Cooperative Education Department grades the assignments based on reports submitted by the student and the evaluation made by the employers. In some cases, a student who is currently employed in a job related to his/her major field of study may participate in the Co-op program.

## International/Intercultural Education

BCC recognizes the importance of providing for students an international/intercultural dimension. As citizens of the United States and as inhabitants

of Planet Earth, today's students will be confronted throughout their lives with issues that transcend national boundaries. So interconnected are the political and economic worlds that some understanding of current issues and events that shape them, as well as appreciation for other cultures and customs throughout the world, is now basic to good citizenship. This factor has become an essential aspect of today's curriculum.

It is further recognized that community colleges have a major responsibility in providing an international/intercultural dimension because of the increasing numbers of students for whom the community college will provide their only college-level educational experience. Moreover, the nature of the community college and its emphasis on serving a local constituency require that the global agenda be addressed.

The policy of BCC is to encourage and support the development of the many aspects of international/intercultural education. These include: (1) a structured process for the involvement of the community and the College; (2) study-abroad programs; (3) the internationalizing of the curricula; (4) proper and effective programming of international students on campus; (5) programs of an international/intercultural nature for the community; (6) student, faculty, and staff exchange programs; (7) consultant and support services with foreign institutions; and (8) staff and program development activities.

Consistent with this philosophy, six credits of the thirty-six hours necessary for general education requirements for the A.A. degree must be approved International/Intercultural courses.

#### 1. Foreign Study Program

Students realize an added dimension to their education by participating in a foreign-study program. Since 1974, the College has sponsored study-tours to several foreign countries in Europe and Latin America. Students participating in these programs receive transferable college credit.

BCC also offers several foreign-study tours to various overseas locations during the summer term. In addition, arrangements have been developed with several cooperating colleges and consortia that enable BCC students to participate in semester and full-year programs abroad. Opportunities for study are currently available in England, Germany, and Israel.

#### 2. Semester in Spain Program

The Semester-in-Spain program has been developed by BCC to provide students of all ages with an opportunity to study for several months in a foreign country at a reasonable cost. Participating students live and attend classes in Seville, Spain.

The program is offered twice each year in cooperation with Columbus International College, a private, two-year institution incorporated in the State of Florida.

Students earn fifteen-eighteen semester hours of credit by participating in the program. Unlike other programs in Spain, the Broward program does not require proficiency in Spanish. Any student may participate as the language of instruction is English.

### Criminal Justice Institute

The Criminal Justice Institute is a multi-faceted activity designed to educate and train all criminal justice personnel of Broward County. The facility was constructed with the support of a federal grant from the Law Enforcement Assistance Administration, Region XIII of the Florida Law Enforcement Training Trust Fund, and Broward Community College.

The Institute offers courses for pre-service and in-service students seeking an Associate Degree in Criminal Justice, Law Enforcement, Corrections, or Crime Scene Processing. The Broward County Police Academy is conducted at the Criminal Justice Institute as well as the Corrections Academy, the Security Academy, and the Police Officer Auxiliary Academy.

Prospective students are processed by the Criminal Justice Institute LETC (Law Enforcement Testing Center) and then trained at an Academy which is certified by the Florida Criminal Justice Standards and Training Commission. After certification as a police or correction officer, the Institute makes available over thirty State-mandated Career Development courses designed to advance the officer in his chosen profession and to permit his participation in a State Salary Incentive Program.

In-service students are offered training in Driving, Radar Techniques, Chemical Testing, Self Defense, and other specialized subjects.

### Basic Studies

For those students who are initially deficient in basic communication and mathematics skills or who do not readily succeed at college-level work, several alternative approaches are available.

For those students who fail to achieve the required scores on initial placement tests, special Mathematics, English, and Reading classes are available.

Math 0002 (Communication in Mathematics) is recommended for those students who have failed to achieve the required placement score in Mathematics and who are entering a course of study in which Algebra is required. The content of the course is similar to Arithmetic and Pre-Algebra and is taught on an individual basis with the students using a programmed text which is supplemented by audio tapes from the Learning Laboratory. This course carries only institutional credit which cannot be transferred or counted toward graduation requirements.

Students who register for English 1101 (University Parallel) are evaluated



on their writing skills. If students do not attain a satisfactory score on the writing sample, they are transferred to English 1000, a four-credit course with three hours per week spent in class and one additional hour per week spent in the Writing Laboratory. The purpose of the Writing Laboratory is to provide students with individual assistance in strengthening their writing skills.

Two reading courses are available to students who wish to strengthen their reading skills. Reading 1105 (College Reading) is often recommended to students based on their assessment and test scores. This course is designed to develop efficient reading abilities in comprehension, vocabulary, and speed and to improve study techniques. This course can be used for "elective" credit. Reading 1205 (Speed and Advanced Reading) may also be taken as an elective for those persons who wish to increase their reading speed or to improve their analytical, inferential, and critical reading abilities. Students registering for this course must have completed Reading 1105 or have scored a minimum of 40th percentile on a national college reading test or have the instructor's approval.

For those students who require more instructional support than can be made available through the courses previously described, the IMTS Laboratory on each campus provides more individual assistance to the student. Students are tested and then given personalized learning prescriptions which can strengthen their basic skills at their particular level of achievement.

Tutoring services are also provided for students who require assistance in a wide variety of content areas.

#### Individualized Manpower Training System

The Individualized Manpower Training System is available to all students who are pursuing a certificate or degree in an occupational or technical area. This service includes assessment of the students' skills in reading, writing, and computations. Students are then given individualized instruction in areas of deficiency identified through this assessment. If appropriate, they are placed in regular college-credit reading, writing, and computation classes. The College does not currently assess the oral communication skills of these students.

#### Current File of Course Descriptions

The College catalog contains course descriptions for all courses taught by the various departments at the College. In addition, each department has developed course syllabi for the courses taught in that department. The recommended format for these syllabi is presented as Appendix II. These course syllabi are maintained in each department location, and the Office of the Vice-President for Academic Affairs is responsible for maintaining a complete file of these course syllabi and for seeing that the information on them is kept up-to-date. Each syllabus contains the course objectives, list of unit titles, unit objectives, specific learning objectives, basic textbook, and indication of any special student projects which may be required as part of the course.



While the basic textbook must be included in the course description, there is no collegewide policy requiring its use. This has created a problem for students taking sequential courses and for students taking courses on more than one campus. Another problem is created when a faculty member's teaching assignments are changed, and the bookstore does not have time to order an alternate text before classes begin.

While the College maintains a course outline file and requires inter-campus approval of all new courses, the College does not have a comprehensive plan to insure that course content on each campus is consistent with the material in the course outline file. Interdepartmental articulation meetings are held, but primarily for the purposes of dealing with changes in curriculum and not for maintaining consistency of courses already agreed upon.

### C. Instruction

The quality and effectiveness of instruction is evaluated through an on-going process which includes recommendations from the student development office on each campus, student evaluations, input from faculty, and collegewide discipline committees. The academic department has the primary responsibility for determining the appropriate courses to be included in the curricula. In developing and changing the curricula, there is usually careful coordination with the program requirements at the State universities, the needs assessments, and the analysis of similar programs at other institutions.

Determination of methods of instruction are primarily the responsibility of the academic department. The method of instruction most appropriate to the course content is chosen by the department and the faculty member teaching the course. Each faculty member is responsible for providing students with a course outline which describes the instructor's attendance policy, grading policy, and description of course content. The process of instruction is organized so that students and faculty have a clear idea of the requirements of each course and the methods of evaluation which will be used in each.

Experimentation with innovative teaching methods is encouraged by the College. Individual and departmental funds may be requested through the Office of Staff and Program Development. These experiments are evaluated in a variety of ways appropriate to the particular innovation. The most common method of evaluation is the collection of data on student performance, student evaluation, evaluation by faculty involved in the experiment, and evaluation by the academic department. A recommendation is then forwarded to appropriate College personnel based on this evaluation process.

### Examinations and Tests

Each instructor is free to direct his/her class and to give such tests as are necessary. Usually there is a mid-term examination and more frequent period or subject examinations. All instructors are expected to give final examinations according to the schedule issued by the Registrar's Office.

## Grades and Records Policy

Final grades for each term are recorded and preserved, and reports are submitted to students. Grade points are earned and recorded as follows:

### Grade Points per Semester Hour

<u>GRADES</u>		<u>GRADE POINTS</u>
A	Excellent . . . . .	4
B	Good. . . . .	3
C	Average . . . . .	2
D	Passing . . . . .	1
F	Failure . . . . .	0
I	Incomplete . . . . .	0
W	Official Withdrawal . . . . .	0
WT	Withdrawal-Transferred to Another Section . . .	0
XF	Failure - Excessive Absences. .	0
X	Audit . . . . .	0

### Scholastic Standards

To complete certificate and degree programs, a student must average at least C (2.0) on all academic work attempted. When a student's term average is less than 2.0, that student will receive an academic warning. During any subsequent term, the student will be placed on academic probation if he/she has earned twelve or more hours, but less than a 2.0 cumulative grade average.

A student on academic probation will receive an academic suspension at the end of any term thereafter if that student has twenty or more quality points below a C (2.0) cumulative average. A student on academic probation who does not complete 50 percent of the total hours attempted for any two consecutive terms will receive an academic suspension for one term. However, no student maintaining a 2.0 average will be suspended.

On returning after academic suspension, a student will be on probation while he/she has twenty or more quality points below the 2.0 average. Moreover, after any academic suspension, a student is required to discuss his/her academic progress and scheduling needs with a counselor before registering again. If the student fails to maintain a 2.0 average during that probationary period, he/she will be dismissed for twelve months. To re-apply following a twelve-month dismissal, a student must petition the Academic Standards Committee with sound reasons for re-admittance.

Transfer students are subject to these same academic regulations. In addition to these regulations, students on scholarships, or federal, state or other financial aid are subject to the special regulations associated with the respective program. The current policy on probation and suspension seems to be working well and does not appear to need revision at this time.

Grade distributions have been generally consistent over the past several

years. Of significant concern are the number of students who do not complete programs which they begin. A notable number of departments reported in their answers to the Self-Study departmental questionnaire that the current system does not adequately help students to determine the appropriateness of a program or their chances of success given their interests and abilities.

The proper placement and assessment of students can directly influence the effectiveness of an educational program. If students are improperly advised, it can place a hardship on personnel and resources needed for the program as well as on the student involved. While there are many reasons for this - such as change of interest, change of job, and change of location - the College recognizes that inadequate academic preparation is a major reason for students' lack of success in some programs.

To help remedy this situation, BCC has instituted an Essential Academic Skills Task Force which has the responsibility of establishing a college-wide program to help the academically underprepared student.

Moreover, the College has placed greater emphasis on helping students make career choices and has established Career Centers on each campus. In addition, BCC has created a collegewide position of Director of Special Services to provide better testing and assessment services.

Academic departments, moreover, are constantly studying the effectiveness of instruction and are routinely looking for ways to increase this effectiveness. Typically, the faculty teaching specific courses develop methods for improving student performance.

Faculty members are further encouraged to develop means of assessment most appropriate to the course being taught. The College uses standardized tests in some departments. Their use, however, is an individual academic department decision because BCC has no general policy on this type of testing.

The Placement and Follow-up Specialist of the Student Development Office is responsible for placement and follow-up studies. These studies include surveys of upper-division academic performance or employment performance, as well as sampling of opinions of former students. The Division of Community Colleges, Florida Department of Education, requires these studies, and BCC reports the results to the Division on a routine basis.

The academic departments, in conjunction with the academic administrative staff, determine the class size. Faculty load is set by state law. Every full-time faculty member must teach the equivalent of five three-hour courses each term. Typically, faculty assigned to studio or laboratory classes teach a maximum of twenty contact hours per term.

A needs analysis for facilities is part of the development process of any new program, and facility and equipment updating is part of the routine considerations of the academic staff. Financial restraints sometime limit the development and expansion of programs.



It is important that the College constantly monitor enrollment, particularly in high-cost programs, in order to serve the greatest number of students in the service district. If there are not enough students enrolled in a program, it should be discontinued. If a program cannot be adequately maintained because of high costs, it should be discontinued. The College should consider limiting enrollment or course offerings to one site in very specialized high-cost programs.

The College should seek alternative funding, such as outside grants and donations, in order to fund needed, but high-cost, programs.

The competency of the teaching staff is one of the major strengths of this institution. BCC uses a comprehensive recruitment and selection process. It also gives priority in the allocation of Staff and Program Development funds for projects which will directly benefit the educational program. In 1981, 48.1 percent of the College budget was used directly for instruction. This allocation was appropriate considering the total operating needs of the College. It is in the second quartile (50 percentile) of Table VII for Level 1 institutions in the latest edition of EDUCATIONAL AND GENERAL EXPENDITURES OF MEMBER INSTITUTIONS, published by the Commission on Colleges of the Southern Association of Colleges and Schools.

The general environment of the institution is conducive to studying and learning. In a survey which was conducted as part of the general needs assessment last spring (1980), 792 students on all three campuses enrolled in courses in every major academic division responded positively to questions about interaction between student and faculty, interaction between student and student, friendliness and supportiveness of faculty and other students, openness of communication, and satisfaction not only with the feedback received on performances but also with the way that feedback is presented.

The College provides an extensive program of extracurricular, inter-collegiate and intramural experiences for students. BCC's commitment to serving as a cultural center for Broward County and South Florida is strongly evidenced by the variety of offerings and programs made available through the Humanities Division and the Office of Cultural Affairs.

The College's musical groups present a wide variety of programs each year both on and off campus. These groups include the College Singers, the North Broward Community Chorus, the BCC Choral Society, the Concert Choir, the Chamber Singers, the Opera Workshop, the Chamber Ensemble, the Jazz Ensemble, the Neophonic Jazz Ensemble, the Adult Jazz Band, the Symphonic Band, the Broward Symphony Orchestra, the Broward Community College Youth Symphony, and the BCC Symphonette.

The Theatre Departments stage at least three or four plays and/or musicals annually. These are open to all students and community members who wish to participate in any phase of the production including acting, directing, prop building, and costume designing.

Under the Art Lyceum Program, the Art Departments annually present several



shows exhibiting the works of faculty members, students, and visiting artists. The subjects range from paintings, sculpture, woodwork, photographs, and metalworks to displays of art objects from other cultures. All of these shows are open to the public as well as to the students.

In addition to these art shows, musicals, and dramas, BCC presents lecturers each year, and members of the College staff frequently speak to civic, religious, and cultural groups. Moreover, various student organizations, through the Student Activities program, sponsor events of interest during the academic year, and the Buehler Planetarium presents two weekly shows to the public, as well as many special shows to school and civic groups.

The College operates and maintains two outstanding facilities which house many events sponsored by the College and community cultural groups. OMNI, located on North Campus, is a multi-purpose building suitable for use as a gymnasium or an auditorium capable of seating 2400 persons. The Ralph R. Bailey Concert Hall, located on Central Campus, is capable of seating 1200 persons and stands as an elegant cultural facility for the entire community.

Students who possess experience and/or interest in communications are urged to submit materials for use in student publications or to join their staffs. The following publications are free to all students:

<u>The Phoenix</u>	-	Central Campus newspaper
<u>The Polaris</u>	-	North Campus newspaper
<u>New Horizons</u>	-	South Campus newspaper
<u>P'an Ku</u>	—	College literary magazine

The College's Student Activities program embraces projects, functions, sports, and clubs which involve student participation apart from formal classroom instruction and administrative services. They form an essential segment of educational development through the cultural, intellectual, recreational, and social life of the College community. The Hospitality Center program offers the students entertainment of a broad, contemporary nature both on and off campus.

The Intercollegiate Athletics program at BCC offers students the opportunity to participate in a wide variety of sports: baseball, basketball, golf, tennis, swimming/diving, volleyball, softball, and soccer. The purpose of the Intramural Sports program at the College is to provide an opportunity for all students to participate in the individual and team sports of their choice. Participation is entirely voluntary. The Intramural Department selects activities which will provide enjoyment and physical recreation during the student's college career, contribute to the student's physical well being, improve recreational skills for leisure time use, and aid in the development of sound emotional and social qualities.

One of the difficulties in providing activities to students is the transitory

nature of the commuter student. The College tries to plan activities during the hours that students are normally on campus. Most extra-curricular activities and programs are provided free of charge to students.

The College carefully evaluates agreements of affiliation with outside agencies. It also maintains control of all aspects of the instructional nature of any such affiliation.

The institution does not participate in any consortium arrangement for the exchange of students or credits from institutions or programs which are not accredited by the appropriate regional or specialized accrediting agency.

The Executive Director for Technical Education has primary responsibility for technical, vocational, and specialized programs. The College uses Advisory Committees for each technical program as a way of continually evaluating the relationship between curriculum, content, and employment practices.

Program manuals are being developed for all of the technical programs offered by the College. Each manual will contain the information presented in Appendix III.

### III. Projections

#### A. Long Range Plan For Development

In December 1969 the College completed a Long Range Plan for Development which, in early 1970, was adopted by the District Board of Trustees and approved by the Division of Community Colleges and the State Board of Education. Since that time, development has been relatively consistent with the Plan.

From time to time this Long Range Plan has been updated. Recent census and demographic data have been studied carefully, and the projections herein made, although consistent with the Long Range Plan previously mentioned, are timely in that the College completed in the fall of 1981 an update of all of its statistical data undergirding the projections. The basic Master Plan format projected three major segments:

1. Three campuses
2. Several centers
3. Provisions for off-campus classes.

All of these were viewed as functions of a single institution.

#### Campuses

The Long Range Plan for the College projected three campuses, each with a relatively complete range of academic programs with supporting services and

activities. It was envisioned that some specialized programs might be limited to a single campus. Such is the case.

### Centers

Each center is designated to provide specialized programs with support courses in locations convenient to high-density population areas in need of these programs. The Long Range Plan called for one center to be strategically located in downtown Fort Lauderdale in connection with the College Administrative Offices, and in 1973 this projection became reality. A second one is located in Hollywood adjacent to the Memorial Hospital and primarily has emphasized allied health programs. It is a relatively small center. A third one exists in Pembroke Pines in leased facilities and really operates as an integral part of South Campus.

### Off-Campus Classes

In more than 250 locations throughout the College's district, off-campus classes are offered in such facilities as schools, banks, condominiums, and municipal buildings. The classes offered in these facilities may be specialized ones or general courses. Needs of the students determine what will be offered.

### B. Projected Expansion

Within the next twenty years it is projected that the College will need several centers in high-density population areas of the district. The probable locations of these centers are presented as Appendix IV in Standard Two. High school enrollments; industrial growth in manufacturing and high-technology fields; and specialized service for minorities, the handicapped, and the elderly support the need for expansion of College programs and services. The transportation and communication accessibility to proposed locations is available. Similarly, the Broward County Land Use Plan projects the growth in population and in the economic base which has resulted in the need for expansion of educational facilities. According to the Economic Development Council of Broward County (Nicholas, 1980): "The provision of adequate public educational facilities is important to both the existing residents of Broward and to the attainment of the developmental objectives set out in the County Plan. In the absence of adequacy, both existing and future residents will not have employment opportunities. Any savings from not funding an adequate public education system are purely illusory."

Division directors and department chairmen study pertinent trends in curriculum. Most decisions regarding the physical plant and general collegewide objectives and goals are made by the upper-level administrators. Faculty-staff-student committees are usually involved in operational policies. Thus administrative leaders and faculty-staff-student committees cooperate in planning for developments in education.

Certain changes in the educational programs through the next ten years will become necessary as the College moves closer to realizing its goals of becoming a more comprehensive Community College.



Each member of the College staff has the task of directing his/her efforts toward achieving all purposes of the College in harmony with the underlying philosophy which serves as their foundation. It is incumbent upon the entire staff that the College maintain its comprehensive nature, initiate and implement new programs to meet identified community needs, and expand, revise, or reduce its existing programs so as to provide educational opportunities consistent with student and community needs.

Underlying the mission of the College is the fundamental assumption that the College shall maintain quality and seek in every way possible to improve all aspects of its operations consistent with its available resources.

BCC's Outreach Program is a major effort toward finding new ways to satisfy the educational desires of the many different interest groups within the county. Although constant change is underway to meet the needs of the community, there are not drastic revisions in the type or variety of degrees being contemplated at the time of this report.

Insight into the projected changes or additions presently being considered can best be gained through examining some of the College's long range goals. These are as follows:

- A comprehensive program of services to students including advisement and counseling services, health services, psychological services, placement services, library facilities, student center facilities, student activities, parking facilities, and financial aid services—designed to give each student all possible aid and direction in pursuit of his/her educational and vocational objectives.
- Courses and programs of instruction which enable students, including those who come with scholastic deficiencies, to complete the first two years of college, thus satisfying the lower division requirements of universities and colleges in Florida and throughout the country.
- Programs and courses of instruction which serve to broaden the intellectual growth of the student outside of any specialized study he/she may pursue for his/her vocation or profession.
- Business, technical, and professional assistant courses and programs of instruction which require maturity and ability and are designed to qualify a student for a gainful occupation at the end of two years of college training or less.
- Special courses and programs of training designed for students who are lacking in skills necessary to perform adequately in standard college classes.
- Classes through which all persons living in the College



community may broaden their educational, vocational, and aesthetic horizons.

- Public forums; lecture series; programs of art, music, and drama; small group discussions; short courses; institutes; and similar educational and cultural programs for the public at large.
- A program which encourages faculty members to pursue additional education and study as a means of broadening their present scope of knowledge, of developing their abilities to teach and their techniques of instruction, and of increasing their current level of income.
- A comprehensive series of Community Instructional Services (CIS) courses designed to meet continuing educational needs of all population segments of the College's district.
- Expansion of acceleration programs and plans for evaluation and granting of credit for experiential learning.
- Expansion of Developmental Studies program.

#### IV. Strengths

The major strengths of the institution relative to the education program include the wide involvement of academic personnel in decision making on all issues related to the instructional program at the College, the commitment of the institution to support the educational program, and the degree of student satisfaction.

#### V. Weaknesses and Recommendations

The difficulty of coordinating the educational program across three College campuses is the major weakness identified in this standard. While the College maintains a course outline file and requires inter-campus approval of all new courses, the College does not have a comprehensive plan to insure that courses presented on each campus are consistent with the filed course outline.

##### Recommendation

The College should increase the articulation among and between the various academic departments and develop a plan which will insure the maintenance of an acceptable level of course consistency at all College locations.

While the basic textbook must be included in the course description, there is no collegewide policy requiring its use. This has created a problem for students taking sequential courses and for students taking courses on more than one campus. Another problem is created when a faculty member's teaching assignment is changed, and an alternate book cannot be secured before classes begin.

#### Recommendation

The College should develop a required textbook policy which would correct these weaknesses.

#### VI. Weakness and Suggestion

The College provides a number of learning support laboratories, including a Writing Laboratory, Reading Laboratory, Mathematics Laboratory, Learning Laboratory, and Modern Foreign Language Laboratory. However, these laboratories are located at various places on North and Central Campuses. This situation requires duplication of personnel, equipment, and materials in some cases. It also keeps the student from receiving all such services in one location. Many times personnel helping a student with a particular problem are not aware that the same student is receiving help at another campus location for a related problem.

#### Suggestion

Wherever physically possible, various components of the learning laboratory system offered by the College should be coordinated. An attempt should be made to reduce the number of places a student must go for assistance. Ways should be sought to use more efficiently personnel, equipment, and materials in the laboratories.

#### VII. Summary

The educational program is sound and is reflective of the recognition that the major purpose of an educational institution is the educational aspects of its mission. The educational program is very broad and adequately attempts to meet the needs of the residents of Broward County.

## APPENDIX I

### Listing of Degree and Certificate Programs

#### Associate in Arts Program

Agricultural Sciences	Food and Nutrition	Optometry
Anthropology	Foreign Languages	Pharmacy
Architecture	Geology	Physical Education
Art	History	Physical Therapy
Astronomy	Human Services	Physics
Biology	Interior Design	Police Science
Building Construction	Journalism	Political Science
Business Administration	Law	Psychology
Business Education	Law Enforcement	Radio-Television
Chemistry	Liberal Arts (undecided major)	Recreation
Chiropractic	Marketing Management	Religion
Corrections	Mathematics	Secondary Education
Criminal Justice	Medical-Dental	Social Welfare
Data Processing—	Medical Technology	Sociology
Computer Systems/	Music	Speech
Science	Music Education	Speech Pathology-
Drama	Nursing	Audiology
Elementary Education	Occupational Therapy	Tourism Industries
Engineering	Oceanography	Administration
English		Veterinary Medicine

#### Associate in Science Degree Programs

Accounting	Career Pilot	Dietetic Technician
Air Conditioning & Refrigeration	Commercial Art	Electronic Technology
Airline Marketing Careers	Contracting & Civil Engineering	Electronics (Avionics, Digital or Communication Option)
Air Traffic Controller	Corrections	Emergency Medical Technology
Architectural Technology	Court and Conference Reporting	Fashion Merchandising
Automotive Technology	Crime Scene Technology	Fire Science Technology
Aviation Administration	Criminal Justice	General Studies
Banking Career	Data Processing (Business Option)	Home Furnishings Marketing
Business Administration—General	Data Processing (Engineering Scientific Option)	Hotel/Motel Administration
	Dental Assisting	

Human Services  
Insurance Careers  
Interior Design  
Landscape Technology  
Management  
Marketing Management  
Materials Management  
Medical Assisting  
Medical Laboratory  
Technician  
Nursing  
Office Careers—  
Secretarial  
Airlines Specialist

Administrative  
Assistant  
Legal Secretary  
Medical Secretary  
Office Specialist  
Pest Control Technology  
Physical Therapy  
Assisting  
Pollution Prevention  
and Control  
Public Administration  
Purchasing Management  
Radiation Technology

Radiation Therapy  
Technology  
Radiologic Technology  
Real Estate  
Restaurant Food Serv-  
ice and Adminis-  
tration  
Respiratory Therapy  
Savings & Loan Careers  
Secretarial/Teacher  
Aide  
Tourism Industries—  
Administration

### Certificate Programs—Specialized Areas

Accounting  
Air Traffic Control-  
ler  
Building Construction  
Clerical Typist  
Corrections  
Credit Union Leader-  
ship Training  
Data Processing  
Dental Assisting

Fire Science  
Food Service  
Income Tax Preparation  
Medical Assisting  
Police Science  
Pre-school and Daycare  
Center  
Radiation Therapy  
Secretarial  
Secretarial, Advanced

Secretarial, Certified  
Professional  
Small Business Admin-  
istration  
Traffic Management  
Ultrasound, Diagnos-  
tic Medical Sono-  
graphy  
Waste Water Control  
Operator



APPENDIX II  
Recommended Format

COURSE SYLLABI FORMAT:

BCC Course Title \_\_\_\_\_

BCC Course Number \_\_\_\_\_

Common Course Number \_\_\_\_\_

I. COURSE OBJECTIVE: ONE sentence (may be compound/complex),  
BUT only ONE sentence.

II. LIST OF UNIT TITLES:

This list should appear on one summary page.

Then following this, there should be one page  
per Unit (chapter) with Unit Objective and  
Specific Learning Objectives compiled as directed  
in III and IV below. See sample below.

III. UNIT OBJECTIVE: ONE sentence (may be compound/complex), BUT  
only one sentence - tied back to course objective.

IV. SPECIFIC LEARNING OBJECTIVES for each unit: no more than 6-9 per  
unit. Optional objectives allowed; they should  
be indicated with an \*.

V. BASIC TEXT BOOK: readings, manuals, study guides, etc.

VI. SPECIAL STUDENT PROJECTS: research papers, book reports, term  
papers, etc.

-----  
SAMPLE

UNIT 2: Ancient Hebrew Civilization

UNIT OBJECTIVE: The student will gain an understanding of the religious  
and intellectual contributions of the Hebrews to Western  
Civilization.

LEARNING OBJECTIVES:

- |    |      |      |
|----|------|------|
| 1. | 6.   | 11.* |
| 2. | 7.   |      |
| 3. | 8.   |      |
| 4. | 9.   |      |
| 5. | 10.* |      |



### APPENDIX III

#### Suggestions for Completing Program Manual

1. PHILOSOPHY and PURPOSE: Provide as cited in College Catalog 1981-82.
2. DEPARTMENT GOALS: Elaborate on the purpose of the department, describe its organizational structure (collegewide as well as campus-wide) and program(s) offered.
3. PROGRAM: Describe objectives of the program, define what completers will be able to do upon completing the program. Provide program sheet.
4. COURSE OUTLINES: Present a description of each course and the units or modules covered in each course of the program, instructional strategies, learning activities, bibliography, text, etc. Each course should identify desired outcomes as they relate to the student's ultimate goal.
5. PROGRAM MANAGER: Describe Department Chairman's role.
6. FACULTY'S ROLE: Describe in terms to meet the objectives of the program.
7. FACULTY PROFILE: Complete separate composite forms for part-time and full-time staff. Full-time and part-time faculty should complete Faculty Data Form.
8. ENROLLMENTS: Complete three separate enrollment forms: (1) for Student Semester Hours (SSH) - the value that should be given to each grid determined from past experience; (2) for Full Time Equivalency (FTE), and (3) for Unduplicated Enrollments. Begin with 1980-81 (four terms).
9. BUDGET: Enter budget for 1980-81, 1981-82, and projected budget. Computer printouts may be used as completed for a fiscal year.
10. PHYSICAL FACILITIES: Describe facilities used in implementing the program. Laboratory layouts should be presented with equipment and furniture placement where appropriate and identified.
11. INVENTORY: List the inventory of all capital outlay equipment and furniture. Include description of item, property control number, location, and purchase price. Use computer printout if available and if current.

12. ADVISORY COMMITTEE: List current advisory committee members with addresses, telephone numbers, and business affiliations. Include minutes of meetings.
13. PLACEMENT/FOLLOW-UP: Provide all available data as to number of completers placed in jobs for which trained or in related job.
14. LONG RANGE PLANS: Project future plans for the program as to enrollments, facilities, faculty, equipment, etc.
15. PUBLIC RELATIONS: Include news articles, brochures, promotional activities, outstanding students/faculty news, etc.

As changes occur and various sections need to be updated in this PROGRAM MANUAL, it is the responsibility of the Department Chairman or Program Manager to forward these to the Office of the Executive Director for Technical Education.

ALL ENTRIES MUST BE TYPED.







## STANDARD FOUR

### FINANCIAL RESOURCES

#### I. Relation Between Standard and Institutional Purpose

The purposes and objectives of this institution are of paramount importance in the formulation of decisions which determine the allocations of its financial resources. Each institutional area and department has the annual requirement to delineate its own anticipated needs with respect to equipment, material consumption, and personnel in a manner consistent with its stated purposes and objectives. These departmental goals are in turn consistent with those expressed for the institution.

#### II. Presentation and Analysis of Data

##### A. Organization and Administration

The administration of financial resources is the responsibility of the Vice-President for Business Affairs. Policy establishes the Business Affairs organization of the College and lists the principal subordinates to the Vice-President. The Table of Organization illustrates that the financial and business functions are principally associated with the office of the Vice-President for Business Affairs who reports directly to the Executive Vice-President. The Vice-President for Business Affairs is a member of the President's Cabinet and is one of the principal officers of the College. All of the activities within the purview of the business affairs organization are service oriented; their basic purpose is to provide assistance in the achievement of the College goals.

The financial affairs of the College are subject to regulation by Florida Statutes, State Board of Education Rules, and Board of Trustees Policies. All of these, together with sound business practices, determine the manner in which lump-sum appropriations by the State Legislature are expended. Additional controls may be exercised by Federal agencies when the College receives a federal grant.

##### B. Budgets

All institutional areas and departments have the responsibility of proposing their own needs at the beginning of the annual budget formulation process. Staff members are invited to assist their respective department chairmen in making proposals, which are then submitted to Division Directors. Following consultation with their department chairmen, the Division Directors submit their proposals to the Provost through the Dean of Academic Affairs.

The Vice-Presidents for Business Affairs, Student Development, and Academic Affairs also provide proposals in the formulation of the budget. The Vice-President for Business Affairs proposes the expenditure of the financial resources believed to be necessary to provide all requisite non-instructional and administrative support. The Vice-President for Student Development works with student leaders in the formulation of a budget to finance a series of student-sponsored activities. The Vice-President for Academic Affairs is responsible for coordinating the budget submissions for all areas which report directly to him/her, while at the same time cooperating with the campus academic personnel in the development of the total academic budget. The Vice-Presidents submit their final proposals to the President for review through the Executive Vice-President.

The President's review takes into account such needs as salary increases, provisions for growth, and proper balance between competing demands for available resources. The President consults the College Provosts and Vice-Presidents in arriving at final budget recommendations to be made to the Board. Finally, the Board of Trustees and the State Department of Education must review and approve the proposed budget before it is adopted.

Each person involved in the budgeting process is expected to balance the needs of his own area with those of the entire College, a process calling for the participation of the College community. The final budget is designed to reflect allocations to each of the College programs.

Educational planning precedes the formulation of budget requests at each level and leads directly from departmental proposals to the final proposals submitted to the President by the Executive Vice-President. The President, in turn, submits his proposal to the governing board who considers it with respect to existing policy. For further information see Table 1.

The financial-planning procedures for the College, as contained in the Financial Planning Procedures Manual, are well-developed. However, for whatever reason, the College has not been able to meet the yearly timeline necessary to implement these procedures fully.

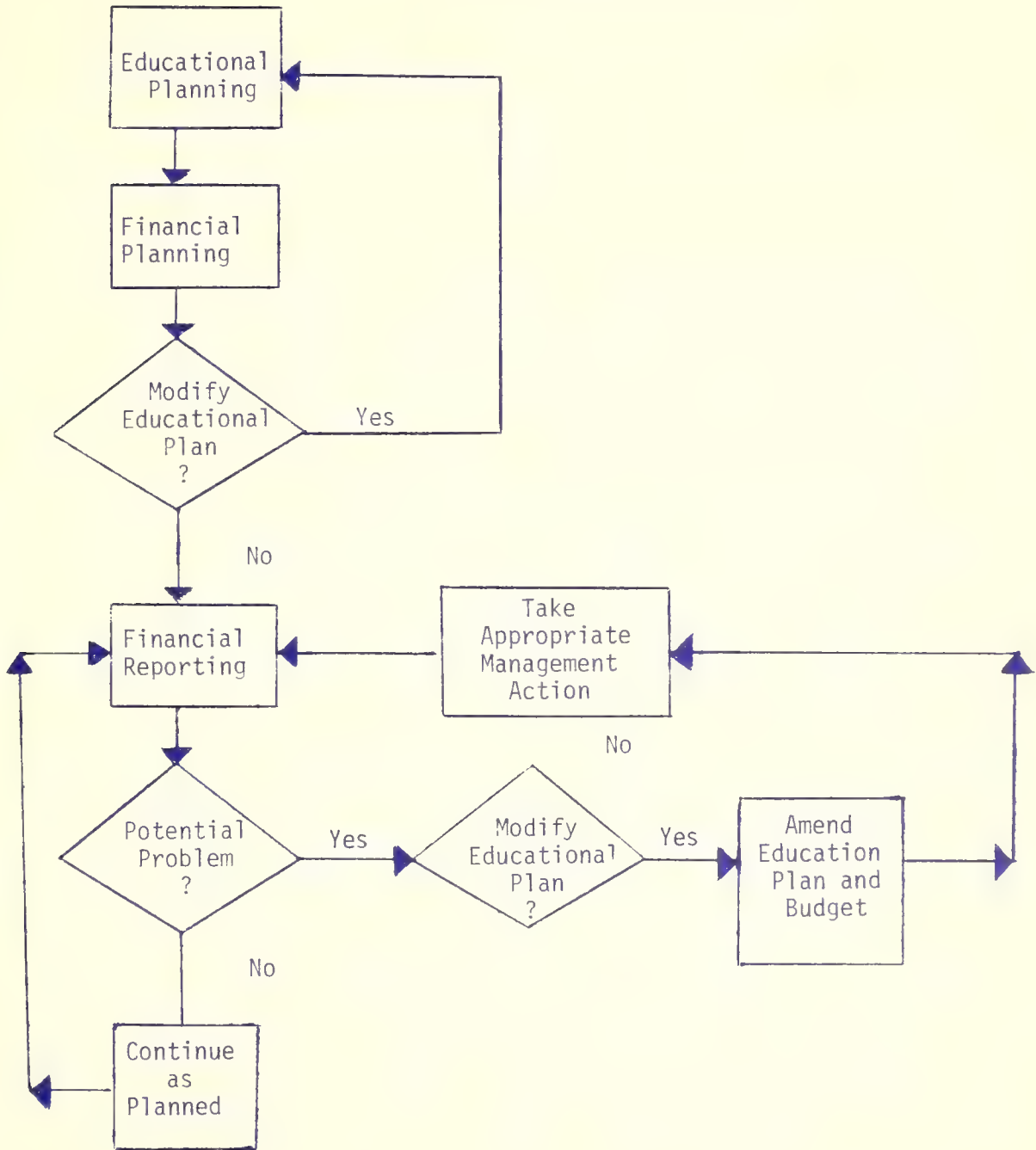
The forms used for budget preparation provide for approval or disapproval at each level of consideration. Once a departmental budget has been properly endorsed and adopted, the Comptroller's office sends monthly reports to the departments. In this way, the department chairman is able to exercise direct budgetary control. All departments and divisions are thus enabled to spend educational funds within the limitations of legality, policy, and availability of funds. In addition to furnishing each department with a monthly statement, the Comptroller's office provides the President and the governing board with monthly institutional financial reports.

An annual audit is conducted by auditors representing the State Legislature in accordance with all governing statutes, rules, and policies. The audit forms are prepared in compliance with the principles of institutional accounting as they appear in the revised edition of Colleges and University Business Administration, published by the National Association of College



TABLE 1

SUMMARY FLOW OF THE FINANCIAL MANAGEMENT PROCESS



and University Business Officers.

### C. External Budgetary Control

The total resources of the institution come from three sources:

1. Student fees
2. State support
3. Other sources
  - a. Federal government
  - b. Gifts
  - c. Grants and contracts
  - d. Sales and service.

Table 2 lists the percentages of the total institutional funds derived from these sources in the past five years. The financial affairs of the institution have some degree of external regulation from three areas, the first of which is major in its effect.

The State of Florida exercises control over appropriated funds and student-tuition funds in that it determines the amount of the appropriated funds and limits the amounts that can be collected for student tuition and fees. The State further separates funds into operating and capital funds, and State laws and rules govern these expenditures. The State auditing process is the final verification of the College's compliance with these laws and rules.

The Federal Government exercises control only over its grants received by the College. These controls are not unusual. However, in applying for Federal funds, the College submits assurances of compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. These assurances control College policies and procedures to an extent. Individual grant money is controlled by terms explicitly stated in the grant.

Finally, a third area of control is the restrictions placed on gifts and endowments received by the BCC Foundation, Inc. The Foundation is addressed in another section of this financial report.

The existence of State controls over funding is not inordinately disadvantageous. The existence of these controls, however, does require numerous reports to the State, the processing of which is time consuming and costly. In addition, the controls cause problems in the handling of emergencies. Legally, fund expenditures must be approved beforehand by the State. Emergencies make compliance with this law difficult. For example, a campus-wide loss of electrical power would necessitate a deviation from the normal bidding process. Immediate selection of a repair firm would be crucial to the normal routine of the College. Detailed documentation of such a deviation is then required by the State. The State procedures for handling emergencies are cumbersome and lack flexibility. The major strength of State control is that the controls are uniformly applied to all state institutions. Further, the State audit system forces procedures to be followed which result in clear financial accounting. Moreover, records of

TABLE 2

## AMOUNTS OF CURRENT FUNDS INCOME

Fiscal Year	1977	1978	1979	1980	1981
Beginning Fund Balance	\$ 841,764	\$ 1,038,570	\$ 800,260	\$ 649,303	\$ 1,447,180
Student Fees	4,309,838 30.2%	5,291,097 30.9%	5,445,933 28.8%	6,169,687 29.4%	6,933,275 28.7%
Support from State	9,610,154 67.3%	11,408,914 66.7%	12,842,686 67.9%	14,125,788 67.4%	15,556,514 64.5%
Other: Federal Grants, Gifts, and Sales and Service	359,111 2.5%	405,220 2.4%	630,097 3.3%	678,020 3.2%	1,658,374 6.8%
Total Income	14,279,103 100%	17,105,231 100%	18,918,716 100%	20,973,495 100%	24,148,163 100%
Total Resources	15,120,867	18,143,801	19,718,976	21,622,798	25,595,343

good audits develop credibility in the College's financial processes and thus provide for State acceptance of College decisions in dealing with discretionary funds.

#### D. Accounting, Reporting, and Auditing

The financial statement, called the Annual Financial Report, is a logical extension of the accounting system. Monthly written financial reports are made to the President. They are generally thirty to forty-five days behind because of limitations of available information from the data center. An on-line system has been proposed and, if implemented, could eliminate most of this time lag.

An annual audit is made by State auditors selected by the Florida Auditor General. An audited financial report is presented to the Board of Trustees annually and thereby made available to the public. The latest such report used for this Study is for fiscal year 1980. The College uses the accounting manual of the State of Florida which is consistent with the principles of institutional accounting as detailed in College and University Business Administration, published by the National Association of College and University Officers.

A program of internal audit and control is maintained, but it is not extensive. While all State reports are reviewed, the internal auditor becomes involved in individual systems when problems are noted. Extensive internal audit and control would require additional manpower. No apparent reason is discerned which would suggest the need at this time for a more extensive internal audit. The responsibility for review of all forms, which is assigned to the internal auditor, does not contribute directly to the auditing function, but does help to make the auditor more aware of the operation of all departments.

#### E. Current Fund Expenditures

As previously noted, Table 2 lists by source the amounts of current funds income for the past five years. These amounts are further described as percentages of the total income. Table 3 separates expenditures into the various functions at the College. Table 4, then, expresses expenditures in terms of F.T.E. Comparisons of data on BCC expenditures with data on expenditures of other colleges follow.

An institution may have relatively high- or low-cost areas, such as utilities or faculty salaries; or high- or low-quality (and cost) programs, such as instruction or student services. By comparing BCC's financial data with the Commission on College's median percentages and with a group of similar Florida colleges, the unique characteristics of BCC's budget pattern have been revealed. See Tables 5, 6, and 7. As evidenced by these tables, expenditures for institutional support and physical plant have been consistently higher than like expenditures at similar institutions, and expenditures for academic support (other) have been consistently lower than like expenditures at similar institutions.



TABLE 3

## AMOUNTS OF CURRENT FUNDS EXPENDITURES BY FUNCTION

Fiscal Year	1977	1978	1979	1980	1981
Instructional %	\$ 6,893,032 49.4%	\$ 8,010,238 47.4%	\$ 8,966,572 47.0%	\$ 9,699,461 48.1%	\$ 10,983,162 47.5%
Public Service %	73,434 .5%	96,353 .6%	108,991 .6%	118,137 .6%	277,931 1.2%
Academic Support-Other %	442,963 3.2%	393,169 2.3%	460,849 2.4%	429,141 2.1%	561,658 2.4%
Academic Support-LRC %	842,327 6.0%	885,818 5.2%	968,581 5.1%	1,107,144 5.5%	1,313,763 5.7%
Student Services %	1,343,386 9.6%	1,635,877 9.7%	1,836,109 9.6%	1,939,181 9.6%	2,288,485 9.9%
Institutional Support %	2,469,210 17.7%	2,941,889 17.4%	3,349,447 17.6%	3,446,101 17.1%	3,832,270 16.6%
Physical Plant O/M %	1,713,358 12.3%	2,598,271 15.4%	2,987,896 15.7%	2,961,323 14.7%	3,376,122 14.6%
Student Aid %	174,015 1.3%	328,726 2.0%	394,751 2.0%	454,170 2.3%	487,471 2.1%
Total Current Fund Expenditures	13,951,725 100%	16,890,341 100%	19,073,196 100%	20,154,658 100%	23,120,862 100%

TABLE 4

## TOTAL EDUCATIONAL AND GENERAL EXPENDITURES PER FTE

Fiscal Year	Total Expenditures		FTE		Expenditure Per FTE
1977	\$ 13,951,725	÷	10,287	=	\$ 1356
1978	16,890,341	÷	10,836	=	1559
1979	19,073,196	÷	11,090	=	1720
1980	20,154,658	÷	11,878	=	1697
1981	23,120,862	÷	12,294	=	1881

TABLE 5

1977

LOCATION OF E & G EXPENDITURE PERCENTAGES FOR 1977 WITH REGARDS  
TO COMMISSION ON COLLEGES QUANTILES

	BCC %	Commission on Colleges Median %	Quartile Location (Nearest)
Total E & G Exp/FTE	1356	1403	Q <sub>2</sub>
Instructional	49.4%	53.5%	Q <sub>1</sub>
Public Service	.5%	.8%	Q <sub>1</sub>
Academic Support-Other	3.2%	5.0%	Q <sub>1</sub>
Academic Support-LRC	6.0%	5.4%	Q <sub>3</sub>
Student Services	9.6%	8.1%	Q <sub>3</sub>
Institutional Support	17.7%	13.6%	Q <sub>3</sub> (Above)
Physical Plant O/M	12.3%	9.8%	Q <sub>3</sub>
Student Aid	1.3%	1.9%	Q <sub>1</sub>
	100%	100%	

The first quartile (Q<sub>1</sub>) is the 25th percentile, i.e., that point in the distribution below which 25% of the values fall. The second quartile (Q<sub>2</sub>) is the 50th percentile (or median), i.e., that point in the distribution below which 50% of the values fall. The third quartile (Q<sub>3</sub>) is the 75th percentile, i.e., that point in the distribution below which 75% of the values fall. Graphically, quartiles divide a distribution as follows:

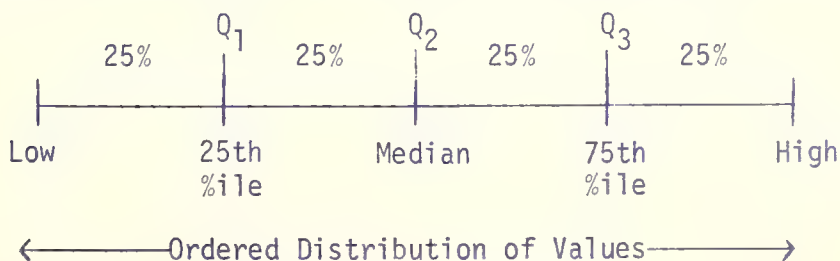


TABLE 6

1980

LOCATION OF E & G EXPENDITURE PERCENTAGES FOR 1980 WITH REGARDS  
TO COMMISSION ON COLLEGES QUARTILES

	BCC %	Commission on Colleges Median %	Quartile Location (Nearest)
Total E & G Exp/FTE	1697	1661	Q <sub>2</sub>
Instructional	48.1%	47.5%	Q <sub>2</sub>
Public Service	.6%	1.0%	Q <sub>1</sub>
Academic Support-Other	2.1%	6.1%	Q <sub>1</sub> (Below)
Academic Support-LRC	5.5%	4.3%	Q <sub>3</sub> (Above)
Student Services	9.6%	8.4%	Q <sub>3</sub>
Institutional Support	17.1%	15.2%	Q <sub>3</sub>
Physical Plant O/M	14.7%	10.9%	Q <sub>3</sub> (Above)
Student Aid	2.3%	3.0%	Q <sub>2</sub>
	100%	100%	

The first quartile (Q<sub>1</sub>) is the 25th percentile, i.e., that point in the distribution below which 25% of the values fall. The second quartile (Q<sub>2</sub>) is the 50th percentile (or median), i.e., that point in the distribution below which 50% of the values fall. The third quartile (Q<sub>3</sub>) is the 75th percentile, i.e., that point in the distribution below which 75% of the values fall. Graphically, quartiles divide a distribution as follows:

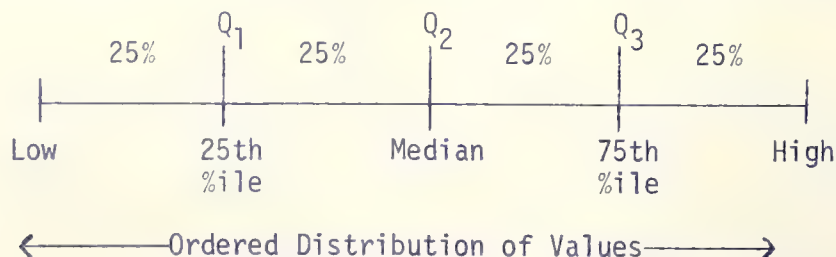




TABLE 7

COMPARISON OF COSTS BASED ON EXPENSES PER FTE STUDENT  
IN MAJOR CATEGORIES

MAJOR CATEGORIES	1975-1976		1976-1977		1977-1978		1978-1979		1979-1980	
	BCC	Peer Group Norms	BCC	Peer Group Norms	BCC	Peer Group Norms	BCC	Peer Group Norms	BCC	Peer Group Norms
Instructional	\$663.11	\$619.48	\$695.07	\$705.71	\$765.61	\$734.18	\$815.35	\$787.82	\$843.37	\$835.61
Public Service	4.67	3.79	7.09	3.32	9.13	8.90	14.00	23.92	16.87	18.93
Academic Support-Other	46.73	77.19	47.52	85.01	37.61	104.60	40.82	73.00	44.79	81.48
Academic Support-LRC	80.02	93.00	87.22	95.29	86.53	104.49	99.78	108.81	108.27	111.67
Student Services	141.00	161.16	154.33	168.42	188.75	154.58	212.45	159.70	194.99	171.14
Institutional Support	225.61	219.44	255.59	250.89	293.28	233.53	311.61	243.98	309.42	272.72
Physical Plant O/M	178.52	140.00	167.02	158.50	233.18	191.30	256.28	198.84	250.21	226.16
Student Aid	0.00	0.00	0.00	0.00	10.35	39.85	10.74	41.26	11.61	50.26
Total Support	676.55	695.35	718.77	761.43	858.83	837.24	945.69	849.51	1779.53	1767.97

The Management Efficiency Task Force compared BCC and a group of similar Florida Colleges (Brevard Community College, Florida Junior College at Jacksonville, Hillsborough Community College, Miami-Dade Community College, Pensacola Junior College, and St. Petersburg Community College). Appendix I is the updated Task Force report. Table 7 summarizes this data. The Management Efficiency Task Force arbitrarily decided that any difference between BCC expenditures and like expenditures of peer institutions which amounted to a differential greater than 20 percent (plus or minus) indicated a differential significant enough to warrant examination by the institution. By 1980, the only area outside of this differential was Academic Support. (The METF report combines Academic Support Other and Academic Support LRC when making its comparisons.)

While BCC has moved closer to the 2nd Quartile in several budget areas between 1977 and 1980, the institution is still above the 3rd Quartile in Academic Support LRC and Physical Plant O/M, and is below the 1st Quartile in Academic Support Other expenditures.

The METF report states, in part, that it "could not determine, by using the referenced data, whether the College intended to make the level of expenditure it was making in an area, or if other colleges might or might not be trying to accomplish similar functions." The Financial Resources Standard Committee experienced a similar problem when trying to place some sort of value on BCC's Quartile position on the Commission on Colleges report.

The METF suggested, in its report, that further examination be made to determine the basis for the differential and subsequently whether or not the College intends to have that differential. This committee believes that a clarification of the aspirations of the College as related to these differentials should be provided. It is only at this point that a meaningful interpretation of this data can be made.

Table 8 reveals only a slight percentage increase in faculty and administrative personnel positions from 1978 to 1981. However, the administrative reorganization occurring at the end of 1981 is resulting in the reclassification of department chairmen and division directors positions as full-time administrative positions. The resulting substantial increase in administrative positions and corresponding decrease in faculty positions is, therefore, not reflected in the data of this report. This change should receive attention when the next Self-Study is conducted.

TABLE 8  
NUMBER OF PERSONNEL

	1978	1979	1980	1981	Interim % Increase
Faculty	298	295	305	310	4.0
Administrative Personnel	44	46	44	46	4.5
Clerical and Maintenance	446	462	479	487	9.2
Totals	788	803	828	843	7.0

Table 9 provides salary averages and expenditures for fiscal years 1977 to 1981, inclusively. The Administrative and Instructional categories are self-explanatory. The Other Professional category includes librarians, counselors, accountants, system analysts, etc. Classified refers to secretaries, clerks, custodians, groundskeepers, etc.

TABLE 9  
SALARY AVERAGES and EXPENDITURES

FISCAL YEAR	CATEGORY	FULL-TIME AVERAGE SALARY	TOTAL EXPENDITURE	% OF SALARY BUDGET	% OF TOTAL CURRENT FUNDS EXPENDITURES
1977	Administrative	\$22,681	\$ 897,406	9.2	6.4
	Instructional	17,048	5,713,357	58.6	40.9
	Other Professional	15,417*	462,515	4.7	3.3
	Classified	7,891*	2,676,272	27.4	19.2
1978	Administrative	24,038	1,006,076	9.0	6.0
	Instructional	17,855	6,430,039	57.6	38.1
	Other Professional	17,220*	585,495	5.2	3.5
	Classified	7,395*	3,133,708	28.1	18.6
1979	Administrative	26,335	1,082,339	8.6	5.7
	Instructional	18,404	7,034,400	55.7	36.9
	Other Professional	17,075*	631,791	5.0	3.3
	Classified	9,011*	3,873,607	30.6	20.7
1980	Administrative	27,624	1,176,674	8.7	5.8
	Instructional	20,431	7,433,881	55.2	36.9
	Other Professional	18,933*	662,665	4.9	3.3
	Classified	9,556*	4,176,533	31.1	20.7
1981	Administrative	29,130	1,146,855	7.7	5.0
	Instructional	20,786	8,157,052	55.1	35.3
	Other Professional	20,749*	829,988	5.6	3.6
	Classified	9,744*	4,680,618	31.6	20.2

\*This average was derived by dividing the actual expenditures by the number of budgeted positions. No allowance for vacant budgeted positions has been made.

The figures in Table 9 show that between 1977 and 1981 the increase in full-time average salaries of administrators was \$6,449 (a 28.4% increase); of instructional personnel was \$3,738 (a 21.9% increase); of other professional personnel was \$5,332 (a 34.6% increase); and of classified personnel was \$1,853 (a 23.5% increase). These figures do not include increased costs of fringe benefits. These facts must be considered in light of the 60 percent increase in total current funds expenditures between 1977-81. (See Table 3.)

It should be noted that an area wage survey of forty-eight classified personnel categories was conducted in the spring of 1981. Even with the highest percentage of salary increases going to classified personnel, employees in this category are still below the mean on the wage survey in all except two job classifications.

Administrators, who received the next highest percentage of increase for the period, are ranked 18th when compared with the salaries of administrators at the other State community colleges. The salary comparison with the peer colleges listed in Table 7 appears in Table 10.

TABLE 10  
SCHEDULED SALARIES FOR 1980-81  
ADMINISTRATIVE PERSONNEL DAILY RATES

<u>COLLEGE</u>	<u>DAILY RATE</u>	<u>RANK</u>
Brevard	\$ 127.87	8
Broward	111.61	18
Florida J.C. at Jacksonville	139.21	1
Hillsborough	96.09	26
Miami-Dade	129.68	5
Pensacola	118.66	12
St. Petersburg	125.64	9
Statewide Average	116.14	

Broward administrative salaries are below the state average for such salaries and only one peer institution is ranked lower than BCC.

While faculty members received the lowest percentage increase for the same period, Table 16 reports that BCC's average faculty salaries are ranked 4th in the state and are above the statewide average salary. Only two peer colleges pay higher average salaries.

Tables 11, 12, 13, and 14 compare Broward Community College with the six similar Florida community colleges referred to in Table 7. These tables show the mean-average annual salary for all degree levels for 1979-80 and 1980-81 in the categories of full-time administrative personnel, instructional department administrative personnel (division directors and department chairmen), instructional personnel, and non-instructional professional personnel. The tables indicate that four of the colleges - Brevard C.C., Florida J.C. at Jacksonville, Miami-Dade C.C., and Pensacola C.C. - gave substantial salary increases (\$1,000-3,000 or more) during 1980-81 in almost all categories. St. Petersburg C.C. showed such increases in the administra-



TABLE 11

Report of Annual Salaries 1979-80  
Full-Time Personnel  
Executive, Administrative and Managerial

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	252	10	31,534			12	26,150	1	34,100	1	27,200
Broward	227	1	26,250			1	25,600				
	249	17	31,893	2	29,300	13	21,650	8	23,625	3	19,283
Florida J.C. at Jacksonville	229	1	26,431								
	249	19	35,254	8	29,716	10	26,796	5	31,622		
Hillsborough	248	12	24,890			15	26,191	6	23,631	3	21,732
Miami-Dade	241	28	34,330	16	27,347	13	23,406	6	23,960	3	25,865
Pensacola	232	2	23,897								
	250	16	29,276	4	24,118	8	21,191	4	19,793		
St. Petersburg	248	20	30,581	11	28,066	14	26,317	4	27,785	7	18,348

TABLE 11, Continued...

Report of Annual Salaries 1980-81  
Full-Time Personnel  
Executive, Administrative and Managerial

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	252	10	36,960			13	28,307	1	38,300	1	29,700
Broward	227	1	27,037			1	26,368				
	249	17	31,879			14	24,868	7	24,483	3	21,311
Florida J.C. at Jacksonville	225					1	24,951				
	260	21	38,451			19	31,282	6	34,362		
Hillsborough	260	10	25,518	3	20,767	12	23,143	4	25,593	1	23,085
Miami-Dade	244	32	35,361	9	30,250	16	27,574	5	24,893	3	29,092
Pensacola	232	2	28,504								
	250	18	33,946	3	27,258	8	23,978	5	24,378		
St. Petersburg	248	19	33,098	11	30,732	11	29,746	3	33,000	2	20,120

TABLE 12

Report of Annual Salaries 1979-80  
Full-Time Personnel  
Instructional Department Administrators

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	252	8	24,538			4	26,200				
Broward	196 227	15	23,938	20	21,472	27 2	20,803 20,447	6 1	19,895 15,066		
Florida J.C. at Jacksonville	194 249	1 20	25,365 31,320			3	27,451				
Hillsborough	180 205	1 7	18,270 20,425	1 4	18,800 19,602	1 2	17,744 18,736				
Miami-Dade	195 226	30	25,316	64	24,524	41	21,920	1 9	21,757 20,692		
Pensacola	197 232	13	24,333	3 1	18,743 17,618	8	18,065				
St. Petersburg	248	5	24,399	6	24,111	8	25,650	2	19,549		

TABLE 12, Continued...

Report of Annual Salaries 1980-81  
Full-Time Personnel  
Instructional Department Administrators

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	200	1	22,600								
	252	10	28,050			3	29,067				
Broward	196	19	24,945	19	24,052	24	21,067	6	19,999		
Florida J.C. at Jacksonville	194	1	35,546								
	248	22	33,862			13	30,933				
Hillsborough	191	7	20,937	5	20,169	3	19,574				
Miami-Dade	196			1	24,881	3	18,794	1	23,320		
	227	34	27,169	57	26,757	51	22,695	8	21,533	1	16,479
Pensacola	198	15	26,490	3	25,335	7	19,822	1	18,224		
	232	1	25,713								
St. Petersburg	248	4	24,879	5	27,321	8	28,087	2	21,406	1	21,438



TABLE 13

Report of Annual Salaries 1979-80  
Full-Time Personnel  
Instructional

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	180	6	17,467	16	18,863	39	16,253	9	14,256		
	200	19	22,132	30	21,401	62	18,745	8	16,443	8	17,915
	229	1	20,700	2	18,891	4	20,517	1	15,774		
Broward	196	45	22,084	51	21,653	111	18,806	7	17,065		
Florida J.C. at Jacksonville	170										
	173	1	16,111	3	19,048	1	12,791				
	194	17	21,683	20	20,803	31	18,032	5	16,434		
	228	47	25,665	76	23,739	83	20,698	35	18,839		
Hillsborough	180	6	18,938	6	16,757	16	16,442	5	13,158		
	205	27	20,105	49	19,096	40	17,531	3	15,301		
	248	1	25,021	1	19,162						
Miami-Dade	195	11	19,414	41	19,486	19	16,093	9	14,148	1	15,000
	226	107	23,236	310	22,738	140	19,481	38	18,174	2	17,144
Pensacola	197	59	20,483	30	18,098	97	16,692	66	14,091		
	232			2	17,579	1	14,249				
St. Petersburg	180	47	19,072	103	18,346	118	16,025	23	12,648	4	11,553
	248	2	23,069	1	19,910	3	18,155	1	15,246	1	14,490

TABLE 13, Continued...

## Report of Annual Salaries 1980-81

Full-Time Personnel  
Instructional

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	180	8	19,787	15	21,180	43	17,816	4	15,175	9	14,522
	200	20	23,992	27	22,434	61	20,262	10	17,765	4	18,887
	229	3	25,500			7	22,252	1	16,664		
Broward	196	45	22,739	54	22,017	123	18,971	16	16,141		
Florida J.C. at Jacksonville	173	2	16,627	4	21,185	7	17,666	2	13,460		
	194	13	23,933	20	22,783	34	20,079	4	17,132		
	227	55	28,077	71	26,246	89	22,792	39	20,063		
Hillsborough	191	41	20,752	51	20,427	54	17,658	8	16,336		
Miami-Dade	196	14	21,327	24	21,068	32	18,239	6	16,045	1	16,271
	227	111	24,951	236	25,025	207	21,447	35	19,426	1	20,643
Pensacola	198	56	23,030	42	20,613	93	18,795	65	16,240		
	232			2	20,405	1	19,000				
St. Petersburg	180	46	21,188	103	20,178	119	17,359	21	13,291	3	12,370
	248	1	29,945	5	23,713	6	21,425	4	17,418	3	15,477

TABLE 14

Report of Annual Salaries 1979-80  
Full-Time Personnel  
Non-Instructional Professional

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	200	1	23,998	1	23,553	1	23,109				
	224					9	20,111				
	252	1	26,300	1	25,500	9	21,878			2	25,100
Broward	196	1	24,072	3	21,069	8	17,670				
	227					1	23,883				
	249			5	26,919	6	19,951	5	19,384	5	17,700
Florida J.C. at Jacksonville	173			1	17,638						
	194			1	18,021	1	17,437				
	204					1	16,164				
	228	8	26,689	12	23,989	15	20,386				
Hillsborough	205			10	18,833	8	18,678				
	248	1	21,139			12	17,291	18	14,685	7	17,874
Miami-Dade	195			1	21,506	1	16,091				
	226	18	23,347	35	21,057	26	17,374	1	18,285		
	241	6	28,803	8	24,480	27	19,923	41	20,546	19	21,468
Pensacola	197	1	22,140	1	15,520	4	13,475	1	12,800		
	232			1	18,280						
	250	6	23,524	4	23,157	20	19,359	11	16,506	4	12,772
St. Petersburg	180			1	18,207	1	13,565				
	248	8	24,948	14	25,729	17	22,000	6	17,762	14	15,299

TABLE 14, Continued...

Report of Annual Salaries 1980-81  
Full-Time Personnel  
Non-Instructional Professional

College Name	Contract Length	Doctorates		Masters Plus Thirty		Masters		Bachelors		Less Than Bachelors	
		Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary	Num-ber	Mean Annual Salary
Brevard	200	1	26,220	1	25,775	1	25,220				
	224					11	21,182				
	252	3	23,100	1	27,800	10	21,820			1	29,300
Broward	196	2	23,519	4	22,114	13	17,345				
	227					1	24,600	1	22,244		
	249			5	27,702	3	24,610	7	18,184	3	19,188
Florida J.C. at Jacksonville	173			1	19,955						
	194			1	19,891	1	19,247				
	227	8	29,508	12	26,547	16	22,601				
Hillsborough	191			6	18,756	5	17,782				
Miami-Dade	196			1	23,329	1	17,455				
	227	16	25,879	23	24,242	37	19,727	1	15,388		
	244	6	29,976	7	27,196	31	21,248	35	22,874	18	23,075
Pensacola	198			1	17,944	4	12,072				
	232			1	20,550						
	250	5	27,043	5	25,000	21	21,591	10	19,158	6	13,206
St. Petersburg	180					1	20,207				
	248	8	25,634	13	27,510	20	23,945	7	18,022	11	16,483



tive and instructional categories and in all but the doctoral level of the instructional department administrative category. Comparatively, BCC's annual salary increases were under \$1,000 in almost all categories.

The number of filled faculty positions at the other colleges ranged from a decrease of 1.6 percent to an increase of 3.4 percent, while the number of filled positions at BCC increased by 11.2 percent, as Table 15 indicates.

TABLE 15  
FILLED INSTRUCTIONAL POSITIONS PER STATE REPORT

<u>COLLEGE</u>	<u>1979-80</u>	<u>1980-81</u>	<u>PERCENT OF CHANGE</u>
Brevard	205	212	+ 3.4
Broward	214	238	+11.2
Florida J.C. at Jacksonville	330	340	+ 3.0
Hillsborough	154	154	0
Miami-Dade	678	667	- 1.6
Pensacola	259	259	0
St. Petersburg	303	311	+ 2.6

While these schools are funded by the State using similar funding formulas, the rate of funding may be different. For instance, colleges which are designated as area vocational/technical centers are funded at a higher rate than colleges which are not so designated. BCC is not an area vocational/technical center.

In 1980-81 BCC lost its status as having the highest average daily instructional salary rate in the state, a position it had held since 1974-75. The last column of Table 16 gives the average daily instructional salary rates in 1980-81 for BCC and the same six colleges. BCC ranks fourth in this group but is very close to four of the other community colleges (Brevard, Hillsborough, Miami-Dade, and St. Petersburg) in actual average daily rate. The highest ranking college, Florida J.C. at Jacksonville, is significantly above Broward with an average daily instructional rate of \$108.15. The average Florida JC instructor in 194 days could be paid \$1,002.98 more than the average instructor in the same number of days at Broward.

The other columns of Table 16 show minimum and maximum daily instructional salary rates in the various degree categories at these seven comparable colleges. It should be noted that rates on these salary schedules are not necessarily the salary actually paid to any individual at that college. For instance, the average new faculty member at BCC has a Master's degree and five years of experience. The minimum category, Bachelor's degree plus 0

TABLE 16

SCHEDULED SALARIES FOR 1980-81  
INSTRUCTIONAL PERSONNEL  
DAILY RATES

COLLEGE	CONTRACT LENGTH DAYS	DOCTORATE		MASTER'S DEGREE + 30 HOURS		MASTER'S DEGREE		BACHELOR'S DEGREE		AVERAGE DAILY RATE ACROSS DEGREES AND CONTRACTS
		MIN.	MAX.	MIN.	MAX.	MIN.	MAX.	MIN.	MAX.	
BREVARD	180	77.78	138.89	72.22	133.33	69.44	130.56	66.67	127.78	103.42 (3)**
	200	77.77	138.88	72.22	133.32	69.44	130.55	66.66	127.77	
	229	77.77	138.88	72.21	133.32	69.44	130.55	66.66	127.77	
BROWARD	196	83.08 (45)*	125.83	74.65 (54)	118.00	67.43 (123)	110.78	60.20 (16)	103.55	102.98 (4)
	173	78.99	134.87	72.75	124.21	67.00	114.40	61.70	105.36	
FLORIDA JC AT JACKSON- VILLE	194	79.44	135.64	73.16	124.92	67.38	115.05	62.06	105.96	108.15 (1)
	227	79.00	135.34	73.00	124.64	67.23	114.80	61.92	105.73	
	191	73.72	117.48	67.46	111.22	61.29	104.98	55.30	98.72	
MIAMI-DADE***	196	94.91	141.83	85.02	125.90	75.19	110.25	66.03	88.04	102.72 (5)
	227	94.90	141.83	85.02	125.90	75.19	110.25	66.03	88.04	
PENSACOLA***	198	74.51	136.35	68.68	130.77	63.15	125.25	57.57	119.72	90.69 (22)
	232	73.13	133.83	67.41	128.35	61.98	122.92	56.50	117.50	
ST. PETERS- BURG	180	79.98	124.77	75.36	117.56	71.32	111.26	57.75	99.10	102.18 (7)
	248	77.40	120.75	72.93	113.77	68.02	107.67	55.89	95.90	
AVERAGES****	—	80.49	131.54	73.79	120.24	67.89	115.45	60.80	106.12	101.62

\*The numbers in parentheses indicate the total number of instructional personnel in each category.

\*\*The numbers in parentheses in this column indicate rank among the state's 28 community colleges.

\*\*\*Colleges with Professional Rank: Bachelor should be Instructor; Master's should be Assistant Professor; Master's + 30 should be Associate Professor; Doctorate should be Professor.

\*\*\*\*For a given college, the figures used were the minimum and maximum rates for the contract length closest to 196 days, Broward's contract length.

years, has been used once in the last six years at Broward. The following analysis is presented for informational purposes.

Five of the colleges (Brevard, Broward, Hillsborough, Pensacola, and St. Petersburg) maintain an almost constant difference between maximum and minimum daily rates in all degree categories, varying less than \$1.00 for all but St. Petersburg, which varies less than \$4.00. The \$42.35 range of daily rate pay for Broward within each degree category does not compare favorably with the \$61.11 range for Brevard and the \$52.00 (approximate) range for Pensacola. Thus, an instructor with a given degree at Broward cannot expect to receive as high a pay increase over a span of time as a peer instructor at these two schools.

With respect to the Bachelor's and Master's degrees, Broward's minimum is close (within \$1.00) but below the average minimum for the seven comparable colleges, while its maximum rate is several dollars below the average maximum rate. Brevard's figures are well above the average in both cases. With respect to the Master's + 30-hours level and the Doctorate level, the minimum rate at Broward is above the minimum average rate (\$.69 at the former level and \$2.59 at the latter level). The maximum daily rate at BCC is \$2.24 below the average maximum rate for the Master's + 30-hours category, and it is a significant \$5.71 below this average in the Doctoral degree category. In addition, the maximum daily rates for these degrees at four of the other colleges are above that of BCC, ranging up to \$16.00 more at Miami-Dade. Furthermore, the difference between the minimum Bachelor's daily rate and the maximum Doctorate daily rate at BCC is \$65.63. For Brevard, Florida JC at Jacksonville, Hillsborough, Miami-Dade, and Pensacola, these differences range from \$72.22 to \$78.78 for the contract length closest to 196 days. Thus, an instructor at BCC has less potential for a salary increase resulting from continued education than an instructor at these other colleges.

In conclusion, the salary rates at BCC do not vary significantly from the average minimum daily rates in the two lower degree categories. However, they show considerable variation below the average maximum rates at all degree levels, particularly at the Doctorate level. BCC's salary schedule, furthermore, does not allow for as wide a variation in pay within a specific degree category, nor for as wide a variation in pay between the lowest and highest degree categories as do the schedules of several of the other colleges.

#### F. Capital Funds Income

Table 17 indicates the source and application of capital funds for the past five years. The Other category listed under source of income represents local Broward County funds. In fiscal year 1980, the credit of \$83,043 represents a prior-year adjustment reflecting a reversing entry that resulted from the withdrawal of a pledge of funds. The \$2,451,500 in fiscal year 1981 is the allocation of funds for the South Broward Regional Library. The library received matching funds from the county.

Capital funds application is broken down into three categories: 1) equipment,



TABLE 17

## SOURCE/APPLICATION OF CAPITAL FUNDS

Fiscal Year	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
Beginning Fund Balance	\$ 4,935,474	\$10,982,499	\$ 5,009,458	\$ 5,178,908	\$ 7,368,032
<u>SOURCES</u>					
State	8,105,533	2,807,873	5,071,204	8,440,292	3,105,710
Federal	288,947	-0-	-0-	-0-	-0-
Other	429,183	488,566	288,857	- 83,043	2,451,500
Total Income	<u>8,823,663</u>	<u>3,296,439</u>	<u>5,360,061</u>	<u>8,357,249</u>	<u>5,557,210</u>
Total Resources	\$13,759,137	\$14,278,938	\$10,369,519	\$13,536,157	\$12,925,242
<u>APPLICATION</u>					
Equipment	163,133	385,835	399,855	576,664	453,466
Buildings	1,326,430	7,426,020	4,755,415	5,579,556	5,397,866
Other	1,287,075	1,457,625	35,341	11,905	72,871
Total Expenditures	\$ 2,776,638	\$ 9,269,480	\$ 5,190,611	\$ 6,168,125	\$ 5,924,203



2) buildings, and 3) other. The category Other includes funds spent for the improvement of existing structures, additional lighting for parking areas and tennis courts, library books, and audio-visual equipment.

#### G. Purchasing, Storerooms, Inventory Control

The Director of College Services is responsible for all purchasing. Food Services, Printing, Bookstore, and Communications are also included among his responsibilities.

The Director of Physical Plant is in charge of Material Services, which consists of inventory control, central storerooms, and mail service. All new equipment in excess of one hundred dollars that is not fixed to a building is listed and inventoried as capital assets. Asset numbers are assigned and attached to each piece of equipment. The inventory process is completely automated. Departments responsible for equipment receive annual printouts requiring verification.

#### H. Refund Policy

An explicitly stated refund policy exists for the College and is published in the College Catalog for student use. The legal statement of the refund policy is the content of policy 6Hx2-6.23 as found in the College Policy Manual and further clarified in the College Procedure Manual.

The refund policy provides for five situations in which a student may be entitled to a 100 percent refund of matriculation, tuition, and laboratory fees, and two situations in which an 80 percent refund may be warranted. This policy, which is applicable to all students, appears to be in keeping with generally accepted practices in community colleges.

The College also has a policy, 6Hx2-6.24, which allows for the postponement of payment of matriculation and related fees until the day prior to regular registration. However, in practice, payment is often delayed to the end of the drop/add date. Further, financial aid students may delay payment well into the term. This provision results in the occupying of a position on the class rolls during registration and drop/add periods by students who do not, in fact, ever pay fees. Consequently, other students are prevented from filling these positions. Furthermore, when students delay payment and do become delinquent in their payment, the College exercises its prerogative to write these fees off as "delinquent accounts uncollectible." Thus the College does not appear to take an aggressive stance in the collection of delinquent student fees.

In a similar vein, student loan notes are also written off as uncollectible. These are estimated each year in the Annual Financial Report. Table 18 notes these estimates.

TABLE 18  
ESTIMATES OF UNCOLLECTIBLE NOTES  
RECEIVABLE FROM STUDENT LOANS

Fiscal Year	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
	\$19,600.00	\$26,998.52	\$28,867.49	\$44,126.43	\$64,960.93

### I. Management of Income and Cashiering

The College Policy, Procedures, and Guidelines Manuals, in addition to the Financial Planning Procedures Manual, detail clear-cut processes for the receipt, disbursement, and custody of funds at the College. Cashiering is centrally controlled with policies, procedures, and formats determined through the College administrative offices. However, there are several locations throughout the College where funds are collected including the Bursars' offices on each campus and the College Bursar's office. The procedure for receiving funds are adequate. However, problems do result from miscommunication or misinterpretation of procedures.

Funds are owed to the institution by students in the form of short-term loan and deferred fee payments. Collection of these is handled through Student Development (Financial Aid), or Accounts Receivable.

Delinquent student fees reached an all-time high of \$64,960.93 in 1981. This lack of collection nullifies the College's responsibility to collect all kinds of fees and obligations owed to the College and keeps these funds from being available for other purposes.

The system for the receipt, deposit, and safeguarding of institutional funds includes direct daily deposit in local banks by firms hired to transport funds. Separate personnel are involved in receiving and depositing funds in accordance with generally accepted business practices. Furthermore, three persons are involved in preparing vouchers. One weakness in the Payroll Department is that the staff appears inadequate for separation of duties. This was also a state audit criticism. All persons handling institutional funds are bonded through a blanket system provided by the Risk Management Consortium of Florida.

### J. Annuity Funds, Agency Funds, and Grants

There are no annuity funds involved in College accounting. Numerous agency funds are handled through the regular accounting system as are the funds restricted by grants or by the State of Florida. Broward Community College acts precisely as a custodian and record keeper for Agency Funds. Both agency and restricted funds are subject to the same audit procedures as institutional funds.

Several special programs supported by external agencies require institutional

contributions. These are separately classified in the accounting system and include Federal Work Study, College Work Study, Veteran's Affairs, Special Services, and I.M.T.S. (Individualized Manpower Training Systems).

A preponderance of grants received by BCC during the past five years has been funded by programs under the Department of Health, Education and Welfare. Few have required matching funds. A detailed listing of grant funds awarded to, or administered by, the College for fiscal years 1975-1980 are included in Table 19. This table indicates any matching funds from the College. The College does not borrow funds to be used for matching purposes for its grant projects. Provision for these funds is included in the College budget. Matching funds are used judiciously. When local matching is required, the College attempts to use services-in-kind as much as possible and commits as little cash as possible without damaging or weakening the project.

Early in the budget formulation process, the Director of Program Support Services and Grants prepares a recommendation for matching funds for the next fiscal year based upon requirements from previous years and anticipated projects. A transfer account is included in the College's annual budget to provide funds for the matching of grant funds as required. This account is monitored by the Comptroller's office, the Executive Vice-President, and the Director of Program Support Services and Grants. If it appears that a portion of these transfer funds will not be needed for grant matching purposes, funds are released back into the general fund near the beginning of the fourth quarter of the fiscal year.

Grant proposals may be initiated by faculty or staff and are then reviewed by appropriate College officials prior to submission to the funding process to assure that they are consistent with the College's goals and philosophy. Each project budget is also reviewed by the Comptroller's office and by the Director of Employee Relations during this review process. The Director of Program Support Services and Grants makes recommendations to the Executive Vice-President for the commitment of matching funds for these grant proposals (exclusive of CETA funded projects) who then rejects or authorizes the commitment of such funds.

Fiscal records for grant projects at the College are maintained by a fund accountant under the direction of the Comptroller. Each grant receives a separate cost center identifying number. Financial reports and requests for reimbursement for grant projects are submitted by the Office of the Comptroller.

#### K. Auxiliary Enterprises

The auxiliary enterprises listed for the College are the bookstores, vending machines, and food services. They are managed by the Vice-President for Business Affairs through the Director of College Services.

The net income (loss) from these services is charted in Table 20. The income from these services has been used to support the activity in the past and, beyond this, has been transferred to the general operating fund.



TABLE 19

## GRANT FUNDS AWARDED TO OR ADMINISTERED

## BY BROWARD COMMUNITY COLLEGE

## FISCAL YEARS 1975-1980

STUDENT FINANCIAL AID PROGRAMS

Fiscal Year	Basic Educational Opportunity Grant (DHEW now ED)			
	1975	1976	1977	1978
	\$252,433	\$1,176,258	\$1,085,254	\$1,082,450
			1979	1980
			\$803,170	\$1,251,280
Fiscal Year	Supplemental Equal Opportunity Grant (DHEW now ED)			
	1975	1976	1977	1978
	\$40,577	\$41,909	\$22,007	\$12,780
			1979	1980
			\$16,224	\$16,219
Fiscal Year	Nursing Grants (DHEW now DHHS)			
	1975	1976	1977	1978
Loan	unavailable	unavailable	unavailable	\$48,735
Scholarship	\$5,778	\$13,089	\$7,691	\$13,220
			1979	1980
			\$34,078	\$36,300
			\$15,096	\$17,305
Fiscal Year	College Work-Study Program (DHEW now ED)			
	1975	1976	1977	1978
	\$165,105	\$137,000	\$126,021	\$84,986
			1979	1980
			\$65,211	\$82,295

NOTE: These allocations represent the Federal share for this project or 80%. The College and other appropriate employers provided an additional 20% in matching funds.



TABLE 19 Continued

## Law Enforcement Education Program (LEAA)

Fiscal Year	1975	1976	1977	1978	1979	1980
	\$54,400	\$51,000	\$50,000	\$67,300	\$25,000	\$13,750

Fiscal Year	1976 -	1976 - \$1,560	LEAA Internship Program (3 internships of eight weeks)
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THE BROWARD COMMUNITY COLLEGE MUNICIPAL BROWARD COUNTY, FLORIDA AREA  
MANAGEMENT SUPERVISORY AND EMPLOYEE DEVELOPMENT PROGRAM

Fiscal Year	1975	1976	1977	1978
Federal	\$28,540	\$14,685	\$14,721	\$13,635
BCC Cash	Unavailable	Unavailable	\$ 4,850	Unavailable
BCC In-Kind	Unavailable	Unavailable	\$ 9,960	Unavailable

NOTE: These projects were funded by the Civil Service Commission with coordination through the State under the Intergovernmental Personnel Act. During Fiscal Year 1975 the Federal portion was 75% and the local match 25%. Subsequent grants were 50% Federal funds and 50% local match.

## SPECIAL SERVICES FOR DISADVANTAGED STUDENTS (DHEW)

Fiscal Year	1975	1976	1977 (Interim Grant)
	\$90,869	\$90,869	\$17,473

## VETERAN'S COST-OF-INSTRUCTION PROGRAM (DHEW)

Fiscal Year	1977	1978	1979	1980
	\$43,347	\$50,259	\$49,285	\$38,490

TABLE 19 Continued

NURSING CAPITATION PROGRAM (DHEW)

Fiscal Year	1976 \$77,937	1977 \$98,175	1978 \$83,793	1979 \$49,846	1980 \$40,544
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EMERGENCY MEDICAL TECHNICIAN TRAINING (DHEW)

Fiscal Year	1976 \$46,655	1977 \$32,655	1978 \$32,655	1979 \$ 694	1980 \$27,210
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LIBRARY RESOURCES

Fiscal Year	1975 \$ 4,235	1976 \$ 3,918	Central Campus 1977 \$ 3,930	1978 \$ 3,855	1979 \$ 3,906	1980 \$ 3,963
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Fiscal Year	1975 \$ 4,235	1976 \$ 3,918	North Campus 1977 \$ 3,930	1978 \$ 3,855	1979 \$ 3,906	1980 \$ 3,963
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Fiscal Year	South Campus				
	1979 \$ 3,906	1980 \$ 3,963			

HIGHER EDUCATION INSTRUCTIONAL EQUIPMENT (TITLE VI - A)  
(DHEW with coordination through State DOE 50% Federal, 50% local match)

Fiscal Year	Central Campus		
	1974 Federal \$32,000	1975 BCC Cash \$32,000	1975 \$32,000

TABLE 19 Continued

Fiscal Year	Federal BCC Cash	1975 \$32,000 \$32,000	North Campus 1976 \$32,000 \$32,000	1977 \$32,000 \$32,000	1978 \$32,000 \$32,000	1979 \$15,000 \$15,000
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Fiscal Year			South Campus 1979 Federal \$15,000 BCC Cash \$15,000
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## HIGHER EDUCATION EQUIPMENT PROGRAM, CATEGORY II, CLOSED CIRCUIT TELEVISION

Fiscal Year	Federal BCC Cash	1975 \$28,473 \$28,473	Central Campus 1976 -0- -0-	1977 -0- -0-	1978 \$ 4,908 \$ 4,908
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Fiscal Year	Federal BCC Cash	1975 \$ 6,123 \$ 6,123	North Campus 1976 -0- -0-	1977 \$32,162 \$32,162	1978 \$32,500 \$32,500
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Fiscal Year			South Campus 1979 Federal \$17,520 BCC Cash \$17,520
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COUNSELING AND PLACEMENT FOR THE ELDERLY  
(Area wide Council on Aging of Broward County, Inc. with coordination of Federal Funds through the State Department of Health and Rehabilitative Services)

Fiscal Year		1975 \$48,713	1976 \$58,135	1977 \$47,228
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TABLE 19 Continued

VOCATIONAL FUNDING REQUESTS (Federal funds coordinated by State Department of Education)

Fiscal Year	1976 \$92,000	1977 unavailable	1978 \$102,054	1979 \$122,450	1980 \$213,500
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BROWARD COUNTY VOCATIONAL-TECHNICAL COORDINATING COUNCIL - A joint project with Broward County School Board. (Federal funds coordinated by State Department of Education)

Fiscal Year	1975 \$10,605	1976 \$20,000	1977 \$30,605
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ANNUAL STATEWIDE VOCATIONAL EDUCATOR'S SUMMER WORKSHOPS

Fiscal Year	1975 \$ 1,612	1976 \$ 2,377	1977 \$ 2,063	1978 \$ 2,437	1979 \$ 2,087	1980 \$ 2,137
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TAX COLLECTOR'S OCCUPATIONS RESEARCH  
(Federal Vocational funds coordinated by Division of Vocational, Technical, and Adult Education, State Department of Education)

Fiscal Year	1975 \$18,398	1976 \$10,500
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FINE ARTS COUNCIL OF FLORIDA (Funded in part by the National Endowment for the Arts)

Fiscal Year	External	1977 \$ 3,485	1978 \$ 3,240	1979 \$ 8,000	1980 \$ 9,916
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NOTE: These grants require a like amount for matching, one-fourth of which may be services-in-kind. The balance of the matching funds is provided through a cash match or ticket sales.



TABLE 19 Continued

FLORIDA ENDOWMENT FOR THE HUMANITIES

(Partially funded by the National Endowment for the Humanities)

Fiscal Year

1976 and 1977

"Star Spangled Broward," A Town Meeting on Wheels - \$12,000

A \$20,000 grant in support of this project was received from the Florida Bicentennial Commission. Responsibility for matching requirements were shared by the College and The Broward Minutemen.

Fiscal Year

FEH

College Match (cash and in-kind)

1978  
\$ 5,1221979  
\$13,4441980  
\$ 8,855  
\$ 6,737

435

DISPLACED HOMEMAKER PROJECT (Florida Department of Health and Rehabilitative Services)

Fiscal Year

1980  
\$21,534EQUAL ACCESS/EQUAL OPPORTUNITY - PROJECT SEER

Fiscal Year

1980  
\$25,000  
\$20,626  
\$ 4,374State  
College  
In-KindMOBIL FOUNDATION CULTURAL ARTS GRANTS

Fiscal Year

1979      1980  
\$ 6,000      \$ 6,000LONG RANGE TRAINING PROGRAM (DHEW)

Fiscal Year

1977  
\$29,604

This information is reflected in the table entry "Other Deductions." This table indicates that these services operate efficiently and provide some minor income to the College. During the fiscal years 1979 and 1980, Cultural Affairs was also listed as an auxiliary enterprise. Data for Cultural Affairs for these years is also contained in Table 20.

The College has two enterprises, Bailey Hall on Central Campus, and OMNI Auditorium on North Campus which, in addition to being student facilities serve as centers for the performing arts. Bailey Hall was constructed with special state funds for Community Education (and other funds) to serve as a center for the performing arts and community services as well as to serve as an instructional facility. OMNI Auditorium was constructed with capital funds appropriated through normal channels and serves a function similar to that of Bailey Hall. Both buildings have a manager, each serving under the campus Provost. The Office of Cultural Affairs conducts programs in both facilities, and care must be taken to return funds from ticket sales to Cultural Affairs.

Since both buildings operate in this dual capacity, it is not possible to cost-out operating costs for the buildings when they are used for auxiliary enterprises. This is also the case when buildings primarily used for instruction are used for other purposes. Therefore, no data are available on the expenses or income of OMNI. A very limited report was submitted by the College administration on the operation of Bailey Hall in 1980-81. This report states that Bailey Hall generated \$45,515 in cash and incurred expenses of \$65,777 beyond the revenue generated. The report gave no details as to how the cash was generated or how the expenses were incurred. In particular, it is not known whether the cost of utilities is included in the expenses. In short, the College absorbed at least \$65,777 of the operating costs for Bailey Hall in 1980-81. A copy of the report is in Appendix II. A detailed report on the operation of Bailey Hall and OMNI, for the 1980-81 year, was requested by a member of the Board of Trustees at the March 17, 1981, Board meeting. A copy of this report has not been received by this committee.

#### L. Endowment Corpus

The Broward Community College Foundation, Inc., administered through the office of the Director of Development is a private non-profit corporation which has responsibility for the management of endowment funds and gifts to the College. The Director of Development reports directly to the President. The Articles of Incorporation and By-Laws for the Foundation (see Appendix III) clearly describe the membership and duties of the members of the Foundation, but they do not explicitly define policies of the Foundation in regards to the classification and method of handling investments. Such policies have not been located. There is no endowment fund corpus for the College other than that handled through the Foundation. Table 21 charts the growth of Foundation funds over the past five years. Projections for the growth of this corpus are not available. Revenue goals for 1979-81, however, are charted in Table 22.

TABLE 20  
AUXILIARY ENTERPRISES

Enterprise	Fiscal Year:	1977	1978	1979	1980	1981
<b>Bookstore:</b>						
Total Revenue	\$	1,065,096.16	\$ 1,208,352.52	\$ 1,402,922.83	\$ 1,592,118.55	\$ 1,823,438.71
Expenditures		998,594.37	1,154,910.75	1,343,921.00	1,470,515.37	1,716,788.70
Other Deductions*		3,328.04	5,560.79	129,573.00	6,917.66	8,218.66
Net Income (Loss)		63,173.75	47,880.98	(-70,571.97)	114,685.52	98,431.35
<b>Vending Machines:</b>						
Total Revenue		667.66	14,799.21	17,419.73	12,460.80	8,654.02
Expenditures		764.53	449.29	341.95	403.28	55.06
Other Deductions*		----	14,294.68	16,818.66	12,682.69	8,654.02
Net Income (Loss)		(-96.87)	55.24	259.12	(-625.17)	(-55.06)
<b>Food Services</b>						
Total Revenue		22,537.61	27,889.55	40,096.04	45,390.64	48,277.72
Expenditures		32.50	-----	-----	-----	-----
Other Deductions*		21,321.31	29,073.35	40,096.04	45,390.64	48,277.72
Net Income (Loss)		1,183.80	(-1,183.80)	-0-	-0-	-0-
<b>Cultural Affairs</b>						
Total Revenue		----	----	68,782.73	144,759.69	----
Expenditures		----	----	68,637.73	141,942.39	----
Other Deductions*		----	----	-----	251.88	----
Net Income (Loss)		----	----	145.00	2,565.42	----

\* These deductions consisted primarily of mandatory and non-mandatory transfers, usually to the general fund.

TABLE 21

BCC FOUNDATION, INC.  
SCHEDULE OF GROWTH OVER FIVE YEARS

Fiscal Year:	1976	1977	1978	1979	1980
Beginning Balance:	\$ 86,597	\$ 98,591	\$ 167,545	\$ 170,983	\$ 177,737
Income:					
Gifts or Bequests	18,382	77,140	25,614	17,524	306,884
Interest Income	7,263	9,787	12,574	12,511	39,517
Other	---	---	---	1,726	510
	25,645	86,927	38,188	31,761	346,911
Expenses:					
Program Services*	10,879	14,475	30,634	20,195	28,565
Support Services**	2,772	3,498	4,166	4,812	12,082
	13,651	17,973	34,750	25,007	40,647
Ending Balance:					
Cash	12,208	33,233	36,737	43,810	248,082
Investments in Corp. Sec.	84,987	131,513	131,513	131,094	230,181
Accrued Interest	1,396	2,799	2,733	2,833	5,738
	98,591	167,545	170,983	177,737	484,001
OR					
Endowment Principle	74,760	74,760	84,761	100,704	256,706
President's Discretionary Fund	1,860	2,435	1,731	2,875	1,437
Scholarships, Loans, etc.	18,770	38,773	30,553	21,881	163,509
Unrestricted	3,201	51,577	53,938	52,277	62,349
	98,591	167,545	170,983	177,737	484,001

\* Program Services are given to BCC for scholarships, loans, and other special purposes.

\*\* Support Services are for community relations and administrative expenses.



TABLE 22

## BCC FOUNDATION REVENUE GOALS

1979-1981

Memorial/Honor Gifts		\$ 15,000
Deferred Gifts		
Pooled Income Fund	\$150,000	
Charitable Remainder Unitrusts and Annuity Trusts	100,000	
Life Estates	<u>100,000</u>	350,000
Direct Mail		10,000
Corporate Gifts		15,000
Special Events Programs		15,000
Special Constituency Groups and Gift Checks		70,000
Jai-Alai Night		<u>25,000</u>
		\$500,000

### III. Projections

A public institution is of necessity dependent on governmental allocations for its financial support. State law also controls the maximum amount that may be levied for student tuition and fees. The College is thus dependent on the plans made by the Legislature, which are not available. Therefore, specific projections for incoming funds, other than those coming through the BCC Foundation, are unavailable.

In lieu of specific figures, some discussion can be given to the general College philosophy which will, indeed, guide expenditures during the next five years. Broward Community College develops goals, objectives, and plans over five-year periods and is currently operating under such for the years 1979-1984. Plans center around the five purposes of the College which are briefly summarized below:

1. To provide two-year degree, university-parallel programs.
2. To provide one- and two-year degree programs in technical, health, semi-professional, and occupational areas.
3. To provide programs to enrich the cultural lives and to improve personal efficiencies of the students.
4. To serve as an educational and cultural center for Broward County and South Florida.
5. To provide special services, courses, and programs for groups with particular needs.

These five purposes have received varying levels of commitment from the College. Once fixed costs are met, this commitment governs the expenditure of flexible funds. The general philosophy of BCC is to provide the best possible educational services in a situation in which the population is expanding rapidly and the resources are limited. The trend in the distribution of funds to meet faculty salaries and operational needs has been discussed elsewhere in this Self-Study. There has also been a trend toward increased services to meet the expanding population. The College has made commitments to the people in the southern portion of the county for the development of South Campus, and it plans to pursue these commitments. Furthermore, the College will continue to pursue its strong commitment to community/cultural programs.

Investments in the physical plant in concert with the above stated concepts will be sought, and expansion of facilities to meet the needs of the southern part of the county will be a high priority. In addition, the College has an ongoing need to invest more heavily in the older portions of the physical plant because of the increasing necessity for maintenance, replacement, and renovation.

Until funding or the general philosophy changes, the College will be forced to maintain a "hold-the-line" attitude with discretionary expenditures directed toward the needs generated by an expanding community and institutional service area. It is doubtful whether the College will be able to

provide all the needed services, but provision of as many services as possible will be of paramount concern.

The specific revenue goals available from the Office of Development are for 1979-81 only and are comprised of projections of BCC Foundation Funds. These are included in Table 22. The goals, objectives, and plans for the Office of Development for 1979-81 (see Appendix IV) also include a description of fund-raising strategies and budgetary needs. The realization of the revenue goals is dependent upon the implementation of these strategies. Initial funding is necessary until the programs become self-sustaining.

#### IV. Strengths

The Standard Four: Financial Resources Committee recognizes six major strengths of the College.

1. All new equipment in excess of \$100 that is not fixed to a building is computerized and inventoried as capital assets. The procedures and results indicate a highly efficient inventory control system.
2. The details for formulating each department's budget are clearly defined in the College budget manual.
3. The College has clearcut processes for the receipt, disbursement, and custody of funds which provide for efficient recordkeeping and security in general.
4. Flexibility of the centralized cashiering system allows for payment of student fees, purchase of textbooks, and transaction of other financial business on each campus.
5. Bailey Hall and OMNI fulfill the College's purposes by serving as educational and cultural centers for Broward County and South Florida.
6. The auxiliary enterprises of food services and bookstores produce some income for the College.

#### V. Weaknesses and Recommendations

Problems sometimes result in the cashiering process because of faulty communication or misinterpretation of procedures.

##### Recommendation

Training sessions in cashiering procedures should be extended to include all personnel involved.

Delinquent student fees reached an all-time high of \$64,960.93 in 1981. This lack of collection abrogates the College's duty to collect all kinds of fees and obligations owed to the College and keeps these funds from

being available for needed purposes at the College.

#### Recommendation

The collection of delinquent student fees and loans should be handled more aggressively to eliminate excessive write-offs.

Staff in the Payroll Department appears to be inadequate for proper separation of duties. This weakness could result in security problems and has been pointed out as a State Auditor's criticism.

#### Recommendation

Steps should be taken to insure separation of duties in the Payroll Department. This action may require increasing the current staff.

### VI. Weaknesses and Suggestions

The Management Efficiency Task Force and this committee had difficulty evaluating the College's level of expenditure in the various budget areas. The reason for this is that while information was available to chart BCC's position relative to other institutions, there is no defined measure of acceptability of the position in BCC's particular situation.

#### Suggestion

The College should conduct a study to determine if the level of expenditure in each area is as intended, and to establish spending goals which would allow for a "valued" comparison with like or similar institutions.

The financial planning procedures for the College, as contained in the Financial Planning Procedures Manual, are well developed. However, for whatever reason, the College has not been able to meet the yearly timeline necessary to implement these procedures fully.

#### Suggestion

The College should either adhere to the timeline required by the current financial planning procedures, or change the timeline to one which is more appropriate to the real situation in which the College has to operate.

Financial reports within the institution are generally thirty to forty-five days behind schedule due to limitations of available information from data systems. This situation creates a hardship on cost center managers who cannot plan expenditures based upon current information



relative to their budgets.

#### Suggestion

The College should implement an on-line system for monthly financial reports.

Current budgetary processes require a great deal of time and many levels of interaction and approval. It would be helpful if this process could be streamlined, while maintaining a high level of accountability and efficiency.

#### Suggestion

Consideration should be given to streamlining the current budgetary process where possible.

### VII. Summary

The Committee on Financial Resources was charged with the responsibility of evaluating the adequacy of the financial resources of the College. During all phases of this in-depth analysis, independent variables such as 1) institutional goals, 2) scope of programs, 3) size of the student body and staff, and 4) relationship of the College to the surrounding community contributed significantly to the process of analyzing the data.

The research methodology employed included: 1) personal interviews with the appropriate administrative personnel, 2) questionnaires (HEMI), 3) synthesization of College publications together with data from state and national sources.

Investigation of the accounting, the internal auditing, and the adequacy of reporting methods revealed that accounting procedures coincide with the accounting principles of institutional accounting as they appear in College and University Business Administration published by the National Association of College and University Business Officers (NACUBO).

The conclusion of the Committee is that all financial functions of the College are generally adequate and consistent. While the financial processes are strong, there are trends in the allocation of resources which may tend to be detrimental to the college. However, for a multi-campus facility, the homogeneous, synergistic planning and executing of activities is to be applauded. A well-conceived organizational plan assigning responsibilities to qualified personnel is in existence.



## APPENDIX I

### Memorandum

To: A. Hugh Adams

From: Management Efficiency Task Force

Subject: Report

Date: 2/9/81

Pursuant to the charge given the Management Efficiency Task Force (METF) the group has reviewed data they deemed related to college efficiencies for consideration in the 1981-82 budget development.

The basis for review was data received from the Division of Community Colleges. There are three attached pages of computer output which are the base data. (Attachment C.\*) These data are ratios developed from comparing Instructional and Support costs per FTE student. The comparison is between BCC and a group of similar colleges (Pensacola, Miami-Dade, St. Petersburg, Hillsborough, F.J.C. at Jacksonville, and Brevard). They represent a proration of costs over the college enrollment. Should you require any further detailed explanation of the report, Al Bielen is the contact with the Division and will provide needed elaboration. The METF evaluation of efficiency using the attached data was mitigated by the absence of clearly quantifiable criteria for evaluation of efficiency. Nor does the state level data used provide any precise measures that are comparable statewide. The METF simply could not determine, by using the referenced data, whether the college intended to make the level of expenditure it was making in an area, or if other colleges might or might not be trying to accomplish similar functions. Attachments A & B compile and summarize the data from Attachment C. The comparison as listed in Attachment B shows the costs for the major categories based on expenses per FTE student. These ratios show the costs at BCC per FTE student as compared to the group of colleges. Again there is no way to determine if BCC intended to spend at the rate shown by the ratio. Attachment A is a listing of the percentage difference between BCC and the group for the category indicated by the year shown.

The METF used an arbitrary figure of 20% to demonstrate a significant difference between BCC and the Group of Colleges. As evidenced by Attachment A the 20% differential exists in several areas, i.e., Public Service,

\*Attachment C is not included, but is available in the Self-Study Office.

Memorandum

Dr. A. Hugh Adams

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Academic Support, Student Service, Institutional Support, Physical Plant Operations/Maintenance and Work Study/Student Assisting Programs. Because of the magnitude of the impact of the following areas, they were chosen as the areas designated for examination for potential efficiencies:

Academic Support  
Student Service  
Institutional Support  
Physical Plant Operations/Maintenance

The METF, upon examination, could not attach a value to the differentials. What is being suggested is that further examination be made to determine the basis for the mathematical differential and subsequently whether or not the college intends to have that differential, given that there is acceptable mathematical accuracy in reporting. The committee simply could not determine whether or not the college's efficiency in 1978-79 could be measured by a 29% greater expenditure in Physical Plant and Maintenance than the Group of Colleges. What is suggested by the METF is that examination of this type of differential be made prior to establishment of budget priorities for 1981-82.

The committee suggests that the data be examined, perhaps by the Institutional Research area, for validity. Given the report is valid it can be issued to the faculty during the orientation at the beginning of each term. The relationship can be made between the ratios shown and the aspirations of the college.

The METF drew some of its suggestions from a document published by the National Association of College and University Business Officers (NACUBO) entitled Comparative Financial Statistics for Community and Junior Colleges 1978-79. An excerpt from that document is attached as Attachment D. The excerpt from that document is attached as Attachment D. The excerpt is pages 1 and 2 of the report and describes the potential uses of the report. In the "step by step" use section the relevant points as determined by the METF were #6 and #7 on page two. The remaining points #1-5 and #8 deal exclusively with the NACUBO document and don't pertain to the METF report.

The METF suggestions are based upon review of Attachment D and in combination with data relative to Florida Community Colleges (Attachments A-C).



Memorandum

Dr. A. Hugh Adams

2/9/81

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Coupled with a clear statement of priorities among the major areas cited in Attachment C as they relate to goals and aspirations of the college, these data will more clearly allow identification of potential areas for examination of efficiencies.

Finally, the METF wishes to express a concern relative to efficiency in the use of personnel for committees at the college. There appears to be a small number of people attending many committee meetings. This places a burden on both the individual and the committee. The individual has difficulty attending many meetings and the committees have difficulty maintaining quorums.

Therefore the suggestion is made to examine the need for the number of committees (standing, ad hoc or task forces) or establish a criteria for individuals' participation on committees. The METF believes this examination would be a more positive approach than either enforced attendance or dissolution of committees for lack of attendance.

Thank you for the opportunity to provide support to your office, and in the absence of reappointment the METF will consider itself as being dissolved.

Attachments

cc: Dr. Clinton D. Hamilton  
Ms. Grace Scheer



Memorandum

To: A. Hugh Adams  
From: Al Bielen  
Subject: Update of 2/9/81 Memo  
Date: 3/10/81

I have recently received the 1979-80 data appropriate to the report sent to you dated February 9, 1981 from the Management Efficiency Task Force.

I have updated the appropriate charts and attached them for your information. I have also attached (labeled: SUPPLEMENT 3/9/81) a comparison of changes from 1978-79 to 1979-80 for BCC and the comparison group.

Examination of ATTACHMENT A 3/9/81, using the 20% criteria from the 2/9/81 memo indicates BCC has dropped below the 20% differential level in all areas but Academic Support.

Much of the decrease in the differences is attributable to a TOTAL COST per FTE increase of 1% for BCC compared to an increase of 8% for the comparison group. The cost per FTE at BCC did not increase as much as the group and therefore areas in which the lesser costs occurred will show a reduced difference in the group, e.g., Student Services, Physical Plant. Also note that the Academic Support area at BCC did have a greater per cent increase in expenditure per FTE than the comparison group. Academic Support was the only major area in which this occurred.

If you have any further questions or require additional information please contact me at your convenience.

Attachments

cc: Dr. Clinton D. Hamilton  
Ms. Grace Scheer  
Management Efficiency Task Force

Per cent change in Cost/FTE from 1978-79 to 1979-80 comparing BCC to Group of Colleges.

	<u>BCC</u>	<u>GROUP</u>
TOTAL ADV/PROF	- 2%	+ 6%
TOTAL OCCUP	+ 6%	+ 8%
TOTAL INST	+ 3%	+ 6%
RESEARCH	----	----
PUBLIC SERVICE	+21%	-21%
ACADEMIC SUPPORT	+ 9%	+ 8%
STUDENT SERVICE	- 8%	+ 7%
INST. SUPPORT	- 1%	+12%
PHYSICAL PLANT	- 2%	+14%
WORK STUDY	+ 8%	+22%
TOTAL SUPPORT	- 1%	+10%
TOTAL COST	1%	8%



PERCENTAGE DIFFERENTIAL BETWEEN BCC AND GROUP OF COLLEGES

(BCC ÷ GROUP OF COLLEGES) X 100 = % DIFFERENTIAL

Broward Community College

	74-75	75-76	76-77	77-78	78-79	79-80
Total Adv. and Prof.	116	112	102	102	103	96
Total Occupational	108	92	86	99	101	100
Total Instructional	117	107	98	104	103	101
Research	--	--	--	--	--	--
Public Service	120	123	213	103	59	89
Academic Support	83	74	75	59	77	78
Student Service	106	87	92	122	133	114
Institutional Support	136	103	102	125	128	113
Phys. Plant Oper./Maint.	113	128	105	122	129	111
Work Study/ Stud. Asst.	--	--	--	26	26	23
Total Support	112	97	94	103	111	100
Total Cost	114	102	96	103	108	100

## EXPENSES PER FTE STUDENT

## Broward Community College

## Group of Peer Colleges

	74-75	75-76	76-77	77-78	78-79	79-80	74-75	75-76	76-77	77-78	78-79	79-80
Total												
Adv. and Prof.	634.13	620.68	665.59	697.52	779.45	765.60	545.62	554.52	651.97	681.12	753.37	798.88
Total												
Occupational	792.81	707.45	729.93	866.52	916.26	975.19	731.06	769.68	844.14	875.36	906.13	978.40
Total												
Instructional	697.02	663.11	695.07	765.61	815.35	843.37	595.80	617.48	705.71	734.18	787.82	835.61
Research	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Public												
Service	7.32	4.67	7.09	9.13	14.00	16.87	3.59	3.79	3.32	8.90	23.92	18.93
Academic												
Support	126.49	126.75	134.74	124.14	140.60	153.06	151.76	170.19	180.30	209.09	181.81	196.94
Student												
Service	138.97	141.00	154.33	188.75	212.45	194.99	131.02	161.16	168.42	154.58	159.70	171.14
Institutional												
Support	268.77	225.61	255.59	293.28	311.61	309.42	198.29	219.44	250.87	233.53	243.98	272.72
Phys. Plant												
Oper./Maint.	160.21	178.52	167.02	233.18	256.28	250.21	141.87	140.00	158.50	191.30	198.84	226.16
Work Study/ Stud. Asst.	0.00	0.00	0.00	10.35	10.74	11.61	0.00	0.00	0.00	39.85	41.26	50.26
Total												
Support	698.76	676.55	718.77	858.83	945.69	936.16	626.54	695.35	761.43	837.24	849.51	936.15
Total												
Cost	1395.79	1339.66	1413.84	1624.44	1761.04	1779.53	1222.33	1314.83	1467.14	1571.41	1637.33	1771.76

## CHAPTER 1

### INTRODUCTION TO THE PROJECT

#### How to Use This Report

#### Potential Uses

The primary purpose of this report is to assist an institution in preparing a meaningful analysis of how its financial performance relates to peer group norms. Unlike internal institutional analysis, where performance in terms of revenue and expenditure patterns is related to goals, this analysis compares certain data from an institution with data from other institutions. Comparison is useful only to the extent that the comparison group is similar and that data on revenue and expenditure performance of that group are based on common understandings. Comparative data may be used to define high standards for assessing institutional financial success or to justify average performance, depending on the aspirations of an institution with respect to the norms of the comparison group. Both types of comparison can lead to meaningful analysis of an institution's financial data; such analysis could, in turn, affect the institution's financial policies in cases where an institution appears significantly out of line with its peers.

The unique characteristics of an institution may be revealed by comparison. An institution may have relatively high--or low--cost areas, such as utilities or faculty salaries, or high--or--low--quality (and cost) programs, such as instruction or student services. Unique characteristics are reflected in the differences between the cost structure of an institution and the norms for all institutions surveyed. Comparison of an institution's cost structure to those of other institutions serves to highlight these differences. Depending on goals and other perceptions, comparison may reassure or cause concern to governing boards and others regarding whether an institution is monitoring and managing itself in a fashion appropriate to its singular character.

Comparisons are useful for confirming and challenging perceptions. If an institution has high cost areas, are they perceived to be of high priority? For example, if student services costs are above the median, is the institution's priority for these services the cause?

Comparisons also help an institution to set performance goals, which may be planned in terms of budget proportions for various functions, revenue proportions, expenditures per student by various functional categories, staff patterns, or class size distributions. In areas where an institution has revised an internal priority, the median or high quartile scores might provide a reasonable goal for performance. The soundness of a given goal,



a question any board member may raise, can, at least in part, be established with reference to the performance of other institutions.

In addition to its primary purpose in providing meaningful comparisons, this report may serve as an internal management document for self-review and self-analysis. Comparisons provide a starting point for finding institutional strengths and weaknesses. For example, costs per student that are far above the median and staff/faculty ratios that appear high when compared with others may be indicators of problems in institutional management.

These comparisons may suggest new ways for an institution to record data in order to monitor potential trouble points; they may also suggest areas in which more detailed study is required. The analysis this workbook allows can thus suggest areas where new policies or new methods of monitoring performance may be required.

#### Step-by-Step Use of This Report

The following steps should serve as a guide to this report:

1. Read the "Findings" section that follows. It should contribute to an understanding of the report's highlights, the kinds of statistics presented, and the range of results from sampled institutions.

2. Fill in the columns designated "Your Institution." Each institution that participated in the survey will be given computer printouts of its statistics. Other institutions will have to use their own data sources to derive these statistics.

3. Fill in peer group data under the column marked "peer group." These data are available in chapter 4 of this report. For the purpose of this study, peer groups are defined by the headcount of the total student body, plus a special group for institutions with less than 1,000 full-time-equivalent (FTE) students. This column provides a refinement of national sample data to show where significant differences may occur because of an institution's particular size. For the most part, however, the medians of the national sample do not differ significantly from the medians of each size group.

4. Note the quartile ranges. One may wish to add special notations to institutional statistics that deviate far enough from the median to be outside the first or third quartiles. Quartile scores are given in chapter 3.

5. Examine the work pages for exceptions. Which institutional statistics vary most from the sample medians?



6. Compare all data with institutional goals and perceptions for expenditures, revenues, staff ratios and course enrollment distributions. Examine each statistic and determine whether it was anticipated in comparison with other institutions.

7. Select ten or fewer statistics as a basis for a report on how the institution compares with this sample of institutions. For most institutions, only a few of the statistics carry a new significant, and perhaps surprising meaning for the institution. A short report interpreting these statistics would be useful to presidents, key faculty members, and members of governing boards.

8. Communicate with the author of this report regarding its usefulness. Which statistics are particularly useful for assessing institutional financial policies? What statistics are missing? How can the report be made more reliable? What reports were generated based on this document?



## APPENDIX II

### FINANCIAL REPORT ON RALPH R. BAILEY CONCERT HALL, 1980-81

In reporting the financial situation of any college facility, several factors must be kept in mind. The most prominent are the intended use of the facility and the realizable potential of the facility. In attempting to depict the financial situation of Bailey Hall, it must be emphasized that the facility was designed as a college- and community-use facility to provide cultural and educational enrichment for the Broward County area. The maximum potential of such a facility must be measured by both tangible and intangible means. The tangible is, of course, the ability to generate revenue to cover costs. The intangible is the worth of the services provided as compared to financial considerations. Simply, it may be worth more than dollars to have a program presented, and conversely, dollars should not prohibit programs from being presented. Coupled with the intended community use of the facility, the financial report must be put in proper perspective.

Bailey Hall operations during the 1980-81 fiscal year were combined for a period of three months with Cultural Affairs operations. This situation will slightly distort financial data in that certain costs cannot be divided between Bailey Hall operations and Cultural Affairs. The reason for this situation is that Bailey Hall was under the administrative responsibility of Cultural Affairs during that three-month period, and many operations were occurring coincidentally, e.g., ticket sales, secretarial services, technical assistance.

The best available analysis shows that Bailey Hall generated \$45,515.00 in cash during 1980-81. During that same period of time, College-related groups used the facility and were not charged rent. Community groups also had fees waived, and along with College-related waivers, records were kept of the exact amounts. However, there were no exact rental charges attached to waivers of rental fees for community groups that did not charge for admission. If College-related rentals and community-related fee waivers had been paid, an additional \$42,251.07 would have been collected.

During the same period of time, there were expenses of \$65,777.00 beyond the revenue generated. If the waivers issued for fees for community groups and fees and rentals for College-related groups are subtracted from \$65,777.00, the remaining balance, \$23,525.93, is directly attributable to not charging rentals for community groups or activities as shown in the table following:

TABLE OF EXPENSES & WAIVERS FOR RALPH R. BAILEY CONCERT HALL, 1980-81

Expenses in excess of revenue \$65,777.00  
Bailey Hall Revenue (Waivers):

Fees (Community Groups)	\$ 6,064.90
Fees (College-Related Groups)	\$11,136.17
Rental (College-Related Groups)	<u>\$25,050.00</u>

SUB-TOTAL WAIVERS \$42,251.07

Rentals, Charges Waived \$23,525.93

In summary, the report states that the College is absorbing costs for community and College-related activities in the amounts of \$65,777.00, with the mitigating factor involving comingling of Cultural Affairs expenses for 1980-81. At this point, a value judgement must be made regarding community use of the facility as it related to Bailey Hall's intended use. Some groups will see that as a contribution to a necessary component of the Broward County community cultural needs. Others will see it as a strain on the resources of the College. However, if the mission of the College, as it relates to the community, encompasses the enhancement of the capability of offering community activities, then the expenditure must be viewed as a portion of the intended use of the facility, much the same as the cost of rebinding used books at the library. If the community finds the facility desirable, and that desire is depicted by heavy usage, the cost of the usage must be seen as a part of the operation of the facility. After all, were it not for the participation of community funding, there would be no facility, and neither College nor community would benefit.



## APPENDIX III

### Articles of Incorporation

of

### Broward Community College Foundation, Inc.

A corporation not for profit, organized pursuant to  
the provisions of Chapter 617.01, Florida Statutes

We, whose names are signed hereto, do hereby associate ourselves together for the purpose of forming a body corporate, not for profit, under the laws of the State of Florida and under the following proposed charter:

#### Article I

The name of this corporation shall be Broward Community College Foundation, Inc., and its principal place of business shall be in the City of Fort Lauderdale, Broward County, Florida.

#### Article II

The objects and powers of the corporation shall be:

1. To receive and hold by gift, bequest, devise, grant or purchase any real or personal property, and to invest and reinvest, and to use and dispose of the same for the purpose of providing students attending Broward Community College with funds to pursue their collegiate training, and for the purpose of providing the Broward Community College with funds with which to acquire or purchase real or personal property, and to pay for services for instruction and for the purpose of providing funds to carry on any proper activity at Broward Community College.

2. To act and perform the duties as trustee or to act in any other fiduciary capacity under any deed of trust, will, codicil, agreement, whether oral or written, or other instrument incidental to and for the purpose of carrying out any of the foregoing objects or matters and things kindred thereto.

3. In general to do and perform all things necessary and to have all power necessary, needful, or desirable, to encourage, promote, and provide with funds obtained as aforesaid additional advantage to all students attending Broward Community College, with full power, however, in the Board of Directors to modify the conditions and regulations under which any funds received shall be spent, so as to secure the application to the needs of the Broward Community College, provided,

however, that the objects of the corporation shall be at all times among the foregoing and kindred thereto.

### Article III

The membership of the corporation shall consist of the following:

1. The individuals constituting the Board of Directors hereinafter provided, and their successors in office.

2. The individuals constituting the Board of Honorary Trustees hereinafter provided, and their successors.

### Article IV

The corporation shall have perpetual existence.

### Article V

#### Section 1. Board of Directors.

The affairs of the corporation and all its property shall be managed by a Board of Directors who shall number not less than thirteen (13) and not more than seventeen (17) as may be fixed from time to time in the bylaws.

The initial Board shall be constituted by the College and thereafter those members at large who are not on the Board by reason of their positions in the College shall be elected to terms of office according to the bylaws of the Foundation. Vacancies occurring during a predetermined term shall be filled for the unexpired portion thereof. The initial Board by virtue of their positions shall be constituted as follows:

- a. One seat each shall be occupied by the President of Broward Community College, the Assistant to the President of the College, the Development Officer of the College, and the Comptroller of the College, as ex-officio members.
- b. The President of the College shall select for seating on the Board of Directors by such methods as it may determine one member of the College to represent Administration; one member to represent Faculty; and one member to represent the Student Body.
- c. The District Body of Trustees of the College shall select, by such methods as it may determine, one member to represent the District Board of Trustees.
- d. One seat shall be occupied by the current President of the Alumni Association.
- e. The remaining seats (4 to 8 in number) shall be occupied by outstanding citizens, business, and professional men and women residing in Florida who are not employed in any State institution of higher education nor hold an official State position carrying an annual salary.

Terms of the members, with the exception of the ex-officio members, shall be for three years and the terms staggered so that approximately one-third of such terms shall expire each year. Such members shall be elected by affirmative vote of a majority of the members of the Board of Directors. Vacancies occurring during a term shall be filled for the unexpired portion thereof.

## Section 2. Title to Property.

The title to all property of the corporation shall be held in the name of the corporation or as otherwise may be provided pursuant to the authority of the charter and bylaws of the corporation. Any gift, bequest, devise, or donation of any kind whatsoever to the corporation or its Board Directors shall be deemed to vest title in the corporation.

## Section 3. Executive Committee.

The bylaws shall provide for the appointment of an Executive Committee of not less than five (5) members of the Board of Directors and the Board may delegate such powers to said committee as to enable said committee to handle the affairs of this corporation as it deems necessary and expedient.

## Section 4. Officers.

The officers of the corporation shall be a Chairman, Vice-Chairman, Secretary and Treasurer. Each of said officers shall be elected by the Board of Directors at any annual meeting and the officers so elected shall hold office until the next annual meeting following their election and thereafter until their successors are duly elected and qualified. The offices of Chairman and Vice-Chairman shall be filled from the membership of the Board of Directors. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary.

## Section 5. Board of Honorary Trustees.

A Board of Honorary Trustees composed of not less than twenty-five (25) nor more than one hundred (100) prominent men and women shall be selected in the manner and for such duties as shall be provided and set forth in the bylaws, provided, however, that said Board of Honorary Trustees shall constitute only an advisory board to consult and advise with said Board of Directors.

## Section 6. Seal.

The seal of the corporation shall be inscribed with the following words: "Broward Community College Foundation, Inc."

## Section 7. Meetings.

The meetings of said Board of Directors and said Board of Honorary Trustees shall be at such time as shall be set forth in the bylaws.

## Section 8. Bylaws.





## Article VI

The highest amount of indebtedness to which this corporation may at any time subject itself shall never be greater than two-thirds (2/3) of the value of the real property which this corporation holds with the exception of the first \$1,000.

## Article VII

### Distribution of Assets Upon Dissolution:

Upon dissolution of this organization all of its assets remaining after payment of all costs and expenses of such dissolution shall be distributed to organizations which have qualified for exemption under Section 501 (c) (3) of the Internal Revenue Code, or to the Federal Government, or to a state or local government, for a public purpose, and none of the assets will be distributed to any member, officer or trustee of this organization.

## Article VIII

The names and residences of the incorporators and subscribers are as follows:

<u>Name</u>	<u>Address</u>
_____	_____
_____	_____
_____	_____

In Testimony Whereof, the incorporators and subscribers have hereunto set their hands and seals this \_\_\_\_\_ day of \_\_\_\_\_, 1971.

\_\_\_\_\_(Seal)

\_\_\_\_\_(Seal)

\_\_\_\_\_(Seal)

State of Florida     )  
                              ) SS  
County of Broward    )

Before Me, the undersigned authority, this day personally appeared \_\_\_\_\_, who, after being by me first duly sworn, depose and say that they executed the above and foregoing Articles of Incorporation this day for the purposes therein expressed.

Sworn To And Subscribed before me this \_\_\_\_\_ day of \_\_\_\_\_, A.D., 1971.

\_\_\_\_\_  
Notary Public, State of Florida at Large

My Commission Expires: \_\_\_\_\_



Broward Community College

Foundation, Inc.

By-Laws

Article I

Membership

The membership of the Foundation shall consist of the following:

Section 1.      Voting Members

The individuals constituting the Board of Directors hereinafter provided, and their successors in office.

a.    Voting Rights

Each member shall be entitled to one vote.

b.    Election and Terms of Membership

Terms of the members, with the exception of the ex-officio members, shall be for three years and the terms staggered so that approximately one-third of such terms shall expire each year. Such members shall be elected by affirmative vote of a majority of the members of the Board of Directors. Vacancies occurring during a term shall be filled for the unexpired portion thereof.

c.    Termination of Membership

The Board of Directors by affirmative vote of two-thirds of all the members of the Board may suspend or expel a member for cause after an appropriate hearing; and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership.

d.    Resignation

Any member may resign by filing a written resignation with the Secretary.

Section 2.      Associate Membership:    Non-Voting

The individuals constituting the Board of Honorary Trustees hereinafter provided, shall be non-voting.

- a. Associate members shall be accepted only after receiving nominations from the membership committee of the Foundation and appointment by the Board of Directors of the Foundation.

## Article II

### Officers

#### Section 1.      Foundation Board of Directors

The affairs of the Foundation shall be managed by a Board of Directors who shall number not less than (13) and not more than (17) as may be fixed from time to time in the by-laws. The initial Board shall be constituted by the President of the College and thereafter those members at large who are not on the Board by reason of their positions in the College shall be elected to terms of office according to the by-laws of the Foundation. Vacancies occurring during a predetermined term shall be filled for the unexpired portion thereof. The initial Board by virtue of their positions shall be constituted as follows:

- a. One seat each shall be occupied by the President of Broward Community College, the Assistant to the President of the College, the Development Officer of the College, and the Comptroller of the College, as ex-officio members.
- b. The President of the College shall select for seating on the Board of Directors by such methods as he may determine, one member of the College to represent Administration; one member to represent Faculty, and one member to represent the Student Body.
- c. The District Board of Trustees of the College shall select, by such methods as it may determine, one member to represent the District Board of Trustees.
- d. One seat shall be occupied by the current President of the Alumni Association.
- e. The remaining seats (4 to 8 in number) shall be occupied by outstanding citizens, business, and professional men and women residing in Florida who are not employed in any state institution of higher education nor hold an official state position carrying an annual salary.

#### Section 2.      Officers of the Board of Directors

- a. The officers of the Foundation shall be a Chairman, a Vice-Chairman, a Secretary, a Treasurer and such other officers as may be elected, or determined, in accordance with the provisions of this Article.



The Board of Directors may elect or appoint such other officers as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary.

b. Election and Term of Office

The officers of the Foundation except the Secretary shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

c. Removal

Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Foundation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

d. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 3. Duties

a. Chairman

The Chairman shall be the principal executive officer of the Foundation and shall in general supervise and control all of the business and affairs of the Foundation. He shall perform all duties incident to the office of the Chairman and such other duties as may be prescribed by the Board of Directors from time to time.

b. Vice-Chairman

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice-Chairman shall perform the duties of the Chairman, and when so act-

ing, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice-Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board of Directors.

c. Secretary

The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; keep a register of the post office address of each Director and each member; and in general perform all duties as from time to time may be assigned to him by the Chairman or by the Board of Directors.

d. Treasurer

The Treasurer of this Foundation shall collect and keep an account of all monies received and expended for the use of the Foundation, shall deposit sums received by the Foundation in the name of the Foundation in such depositories as shall be approved by the Board of Directors, shall make reports of the finances of the Foundation to the Chairman of the Board of Directors, whenever required, and shall perform such other duties as are required by the Board of Directors. The funds, books, and other records in the possession of the Treasurer shall at all times be subject to the inspection, supervision, and control of the Board of Directors. At the expiration of his term in office, the Treasurer shall turn over to his successor in office all funds, books, records, and other property of the Foundation in his possession. Deposits of the Treasurer shall be subject to withdrawal only upon the signature of the Treasurer or such other person as the Board of Directors may specifically authorize in writing. The Treasurer may be required by the Board of Directors to furnish bond, with a satisfactory corporate surety, for the performance of his duties in the handling of the financial resources of the Foundation in such amount and at such times as the Board of Directors may require, the premium for such bond to be paid for by the Foundation.

### Article III

#### Board of Honorary Trustees

Section 1.

The persons constituting the Board of Honorary Trustees of the Foundation may be appointed by the Board of Directors in the following manner, that is to say, the Board of Directors shall at the first meeting thereof or such time

thereafter appoint such number of persons not to exceed one hundred to serve on said Board. Said appointments shall be sufficient in number always to insure a membership on said Board of not less than twenty-five persons. Said Board of Directors may at any time, by reason of vacancies or otherwise appoint persons on said Board of Honorary Trustees.

Section 2. The Chairman of the Foundation or the Board of Directors may at any time call a meeting of the Board of Honorary Trustees for the purpose of obtaining the advice and counsel of said Board.

Section 3. The Board of Honorary Trustees may organize in any manner it deems proper and best for the purpose of carrying out the duties imposed upon it under the by-laws of the Foundation. It may hold meetings at such times and places as it desires and shall at all times communicate its suggestions, advice and counsel to the Board of Directors. Any advice and counsel given by said Board of Honorary Trustees shall be duly considered by the Board of Directors in determining any matters of policy or in the transaction of any business to which said advice and counsel pertains.

#### Article IV

##### Committees

Section 1. Executive Committee

There shall be appointed an Executive Committee of:

- a. The Chairman of the Foundation who shall be Chairman of the Executive Committee.
- b. The President of Broward Community College.
- c. The Development Officer who shall be the Executive Director of the Executive Committee.
- d. The Comptroller of Broward Community College.
- e. One Director to be appointed by the Board of Directors at the annual meeting.

A majority of the Executive Committee present for any meeting shall constitute a quorum, provided, however, that no more than one official of the College shall be in a bare majority quorum.

The Executive Committee shall meet at the call of the Chairman of the Foundation and minutes shall be kept by the Secretary in the Foundation's minutes book. All action taken shall be reported to the next meeting



of the Board of Directors for approval. No revision or alteration by the Board of Directors of action taken by the Executive Committee shall affect the rights of third parties.

The Executive Committee shall have and may exercise all powers and authority of the Board of Directors when said Board is not in session, subject only to such restrictions or limitations as the Board of Directors may from time to time specify; provided, however, the Executive Committee shall have no authority to alter, amend or repeal the by-laws or to appoint Directors.

Section 2. Standing Committees

Standing committees may be constituted as necessary and appropriate:

Section 3. Other Committees

Other committees not having and exercising the authority of the Board of Directors in the management of the Foundation may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such a resolution, members of each such committee may be members of the Foundation or Board of Honorary Trustees, or person or persons the Chairman of the Foundation shall appoint as members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Foundation shall be served by such removal.

Section 4. Term of Office

Each member of a committee shall continue as such until the next annual meeting of the members of the Foundation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5. Committee Chairman

The Chairman of the Foundation shall appoint a committee chairman for all standing and other committees.

Section 6. Vacancies

Vacancies in the membership of any committee may be filled by appointment made in the same manner as provided in the case of the original appointments.



Section 7. Quorum

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the case of the committee.

Section 8. Rules

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

Article V

Meetings

Section 1. Annual Meeting

Following an organizational meeting of the Foundation, an annual meeting of the members shall be held on the first Tuesday of May in each year, beginning with the year 1972, at the hour of 2:30 p.m., for the purpose of electing directors and for the transaction of such other business as may come before the meeting. If such day be a Sunday or a legal holiday, the meeting shall be held at the same hour on the next succeeding business day.

If the election of Directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of Directors shall cause the election to be held at a special meeting of the members called as soon thereafter as conveniently may be.

Section 2. Special Meetings

Special meetings of the members may be called by the Chairman of the Board of Directors.

Section 3. Place of Meetings

The Board of Directors may designate any place, either within or without the State of Florida, as the place of meetings for any annual meeting or for any special meeting called by the Board of Directors. If no designation is made or if a special meeting be otherwise called, the place of meeting shall be the administration headquarters of the College in the State of Florida, provided, however, that if all of the members shall meet any time and place, either within or without the State of Florida, and consent to the holding of a meeting, such meeting shall be valid without call or notice, and at such meeting any Foundation action may be taken.

Section 4. Notice of Meeting

Written or printed notice stating the place, day and hour of any meeting of members shall be delivered, either personally or by mail, to each member entitled to vote at such meeting, not less than five nor more than forty days before the date of such meeting, by or at the direction of the Chairman, or the Secretary, or the officers or persons calling the meeting. In case of a special meeting or when required by statute or by these by-laws, the purpose for which the meeting is called shall be stated in the notice. If mailed, the notice of a meeting shall be deemed delivered when deposited in the United States mail addressed to the member at his address as it appears on the records of the Foundation with postage thereon prepaid.

Section 5. Quorum

A majority of the members shall constitute a quorum at any meeting of the Board of Directors and all questions shall be predetermined by a majority vote, provided, however, a majority of all members of the Board of Directors must concur in the following:

- a. The election of members of the Board of Directors
- b. Amending these by-laws

Article VI

Voting

Section 1. At all meetings except for the election of officers all votes shall be viva voce.

Section 2. At any regular or special meeting, if a majority so requires, any question may be voted upon by ballot.

Article VII

Order of Business

The order of business at the annual meetings and, as far as possible, at all other meetings, shall be:

- a. Call the meeting to order
- b. Reading of minutes of the preceding meeting
- c. Consideration of communications
- d. Resignations and elections
- e. Reports of officers
- f. Reports of committees
- g. Unfinished business

- h. Original resolutions and new business
- i. Adjournment

## Article VIII

### Amendment of By-Laws

These by-laws may be altered, amended or repealed and new by-laws may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, provided that at least two days written notice is given of intention to alter, amend or repeal or to adopt new by-laws at such meeting.

## Article IX

### Parliamentary Authority

The rules contained in "Robert's Rules of Order" shall govern the Foundation in all cases to which they are applicable, and in which they are not inconsistent with the by-laws or the special rules of order of the Foundation.





## APPENDIX IV

### Goals, Objectives, and Plans

#### Office of Development

1979 - 1981

#### 1. Development

A. Goal -- Intensify and coordinate efforts to increase the institution's external financial resources through public and private funding in conjunction with the institution's established short and long-range needs.

B. Objectives --

##### 1) BCC Foundation

- a) Utilize Broward Community College Foundation to give a more affirmative role in generating understanding and support for the College.
- b) Encourage more coordination of the College's private fund raising activities, which are now engaged in by a number of various agencies of the College.
- c) Provide adequate machinery for the administration of funds that flow into and through the Foundation.
- d) Support through the Foundation activities in behalf of the College which the College is unable to support directly.
- e) Enhance and expand upon the following support programs through a coordinated, low key, extension of the following:
  - Deferred Giving -- Bequests, Grants
  - Memorial Giving
  - Brochure and Direct Mail
  - Corporate Support
  - Private and Family Foundation
  - Honorary Trustee Newsletters
  - Special Events Programs
- f) Initiate a Pooled Income Fund and Expanded Memorial Gifts Program.

## C. Operational Activities

### 1) Personal Cultivation/Solicitation

- Honorary Trustee Visitations
- Senior Corporate Executives
- District Honorary Trustee Breakfasts and/or Luncheons
- Annual Honorary Trustee Social Evening
- Annual Presidents Club Breakfast Meeting
- Special Groups - Doctors, Accountants, Attorneys

### 2) College Coordination

- a) Support through promotional information, availability to donor for designated gifts for various college activities; i.e. arts, drama, music; athletics; health; business, etc.
- b) Annual college-wide special event to include participation of all groups presently engaged in fund raising activities for a pooled fund for discretionary use to all college activities and/or agencies.
- c) Use of College's departmental, development, and federal program liaison individuals (as approved by SPD committee) in training sessions and faculty involvement.

### 3) Accounting, Reporting, Record Keeping

- a) Annual Report and/or summary of activities to all donors, potential donors, and interested constituencies.
- b) Assist in preparation for annual audit, state and federal reporting requirements.
- c) Gift acknowledgement and "tickler system" for the acknowledgement of final payments on pledges, designation of gifts, and monitoring of endowment portfolios.
- d) Monthly financial reports
- e) Maintenance of gift recording forms by sources of support, i.e. individual, corporation, foundation, faculty, etc; Gift Category - memorial gift, special event, bequests; Gift Type - cash, stocks, bonds, equipment, real estate; Gift Classification - Unrestricted and Restricted, Pooled Income Fund, Endowment.

## D. College Needs

- 1) Development of Case Statement relative to college's major needs, goals, and objectives.
- 2) Special Cabinet session dealing with defining, developing, and planning specific categorical college needs.

3) Development and Federal Programs Committee recommendations.

E. Fund Raising Strategies

1) Direct Mail - For development of broad-based community support

a) Direct Mail Package - Foundation envelope, letter, brochure, and business reply envelope.

- Format and Schedule -

- August - Informational package to all constituencies. Brochure presents general overview of College.

- December - Brochures designed for three major categories - business groups; professional groups; friends and civic organizations.

- March - Brochure designed for a more personalized constituency grouping (10 in all) i.e. real estate, accountants, attorneys, health professions, hotel and restaurant/tourist industries, construction, amusement, friends and civic organizations, financial groups (banks, S & L, insurance, mortgage firms)

2) Memorial/Honor Gift Program - Cultivation and development of a memorial/honor gifts program to provide a service to the community for those who may wish to make a gift in someone's memory or to honor a particular event or accomplishment. Additionally, it will provide a suggested mailing list for deferred gift prospects.

a) Memorial/Honor Gift Package - A wallet-type envelope containing six remit-a-matic envelopes.

b) Acknowledgement and Notification - Bereaved/Honor Card and Giver Card. Baronial envelope size for both cards. Receipt forms, card file.

c) Distribution - Friends of the College, honorary trustees, civic organizations, faculty, and administrators.

d) Record Keeping - Index file and mailing list for deferred gifts cultivation.

3) Deferred Gifts/Planned Giving Programs - Program offered as a service for those individuals, particularly those with highly-appreciated-low yield portfolios, who wish a guaranteed income for life of individual and/or spouse. Upon demise, remainder fund goes to the Foundation/College as beneficiary.

a) Types - Pooled Income Fund, Charitable Remainder Unitrusts, Charitable Remainder Annuity Trusts, Life Estates (gifts of property), Annuity Gifts, Life Insurance, Bequests.

- b) Promotional Package - Newsletter, envelopes, reply envelopes, return envelopes, booklets and brochures, run ads, in-house publications.
- c) Mailing Lists - In-house lists, memorial/honor gifts list, selected purchased lists.
- d) Operational Format -
  - Quarterly mass mailings using brochures
  - Follow-up using booklets (2 booklets in a 30-day follow-up)
  - Cycle quarterly follow-ups using newsletters
  - Personal visitations
  - Estate Planning Seminars for public, attorneys, brokers, insurance, accountants
- 4) Special Events Programs - Carry out such special events as will encourage, promote, and serve institutional, professional, and community needs. Examples follow. Foundation sponsored seminars, i.e. Time Management Seminar.

- International Business - Export/Import
- Travel Programs
- Investments
- Real Estate Investment
- Inflation and the Senior Citizen
- Women's Programs
- Health Related Programs

International Education - Week of the Americas - Live and Learn Programs.

5) Special Constituency Groups -

- Presidents Club
- DOC'S (Doctors of Community Service)
- Accountant's Support Committee
- Attorney's Support Committee
- Corporate Executive Club
- Recognition Clubs -
  - Medallion Clubs \$2500 +
  - Thousand Clubs \$1000 +

6) Budget Considerations (Direct Foundation Expenses)

- Direct Mail Program	\$4,000
- Memorial/Honor Gifts Program	2,500
- Deferred Gifts Program	2,500
- Corporate Gifts	500



- Special Needs -

- A.V. Aids
- Casebooks
- Posters
- Manuals
- Other publicity and special promotional materials

2,500  
\$12,000

- Office Needs -

- Foundation letters and envelopes
- Receipt forms
- Recognition packets
- Mementos
- Plaques

3,000  
3,000

- Special Events -

- Advance money

5,000  
5,000  
\$20,000









## STANDARD FIVE

### FACULTY

#### I. Relation Between Standard and Institutional Purpose

The major goal of BCC's faculty is fulfilling the College's stated purpose of being the community's (county's) educational and cultural center. Faculty members have been carefully selected for expertise relative to their programs and classes. Some faculty and departments specialize in university parallel programs, some specialize in technical degree and certificate programs, and some participate in both. A special effort has been made to develop curriculum to serve diverse needs, ranging from development to enrichment, both as credit and non-credit courses. Faculty members are involved in community leadership roles in a variety of areas and also serve as called on for the Speakers Bureau.

#### II. Presentation and Analysis of Data

##### A. Recruitment and Selection

Applications for teaching positions are handled by the Personnel Office. When résumés or letters of inquiry are received, the Personnel Office responds by sending a formal application. When the application is received, it is cross-filed by name and by discipline. As vacancies occur, all positions are opened for a period of at least four weeks. All faculty positions are advertised nationally in the Chronicle of Higher Education, state-wide through the State University Job Vacancy Bulletin and locally in the College's Job Opportunity Bulletin. Additional advertisements may be placed in special journals or trade magazines, depending upon the field. The College makes a strong effort to recruit minority faculty members, using various recruiting resources throughout the country, and employs a full-time Equal Access/Equal Opportunity officer.

In addition, the College established the SEER program during the 1980-1981 academic year. This program provided scholarship funds to minority applicants for upgrading their qualifications in return for a guarantee of a one-year contract. The College currently has five minority faculty members who joined the faculty under this program.

The criteria for the selection are based on College policy in keeping

with the standards of the Southern Association of Colleges and Schools and other accrediting agencies. In the humanities, social sciences, and natural sciences, the requirements for all new faculty are Masters Degree and eighteen graduate semester hours in the teaching discipline. In the specialized, professional, and technical fields, the requirements are Bachelors Degrees and evidence of professional competency. Examples of such are work experience, nursing licenses, registry with national boards and academic preparation below the Masters level.

All formal applications and official transcripts are gathered by the Personnel Office prior to being turned over to a Search Committee. The Search Committee includes at least three professional personnel, including instructional personnel. The Committee is appointed by the Department Chairman. The Search Committee reviews the applicant files and determine which candidates should be brought in for interview.

Candidates are interviewed by the Search Committee, the Department Chairman, the Division Director, the Campus Dean of Academic Affairs, the Campus Provost, and the Vice-President for Academic Affairs. The initial recommendation to hire is made by the Department Chairman and forwarded through the chain of command as described above. The final recommendation is made by the President to the Board of Trustees, which is the only contracting body for the College authorized by law.

The recruitment process is consistently reviewed and evaluated to make sure that the process brings forth the most qualified individuals. The College recently hired its first full-time Recruitment Manager to direct the recruiting program.

The purposes and objectives of the College and expectations of new faculty members are discussed in the initial interview with the department chairman. Orientation programs are held prior to and during the Fall Term, and all new faculty members are required to attend.

Part-time faculty members must meet the minimum requirements of the College policy and State regulations. Part-time faculty members are recruited by the Department Chairman to meet the expected enrollment demands. Part-time faculty are normally interviewed by the Department Chairman, who then recommends employment through the process described above. Fluctuations in enrollment determine the number of part-time faculty needed. As a consequence of this fluctuation, part-time faculty are not granted tenure or fringe benefits. They are hired on a term-by-term basis and are paid according to their academic degrees.

## B. Collective Bargaining

The College's teaching faculty voted in April 1981 to affiliate with the United Faculty of Florida. Since that vote, the local chapter of the United Faculty of Florida merged with the local chapter of the American Association of University Professors. The onset of collective bargaining has changed the concept of collegiality by substituting the formal requirement of state law. The College has undergone a major reorganization

as a result. Department Chairmen and Division Directors are considered administrators, not faculty. Department Chairmen, however, are re-assigned to teach some classes. Division Directors no longer have any teaching responsibilities.

Collective bargaining negotiations began in June 1981 and concluded with the ratification of the first contract on November 17, 1981. The basic provisions of the contract call for the continuation of most of the previous procedures of the College. The contract further provided for a 10 percent increase in pay to all faculty members.

### C. Faculty Organization

The organization of the faculty is in a state of flux. Faculty membership is defined in the Faculty Senate Constitution as full-time, certified personnel, employed by Broward Community College on the instructional salary schedule, who are assigned to at least half a full teaching load, or who are designated as librarians or counselors. However, within the past year a significant number of persons, including several senate members were removed from the instructional salary schedule when Department Heads (Department Chairmen) and Division Chairmen (Division Directors) were designated as full-time administrators with or without teaching duties as re-assignments.

Faculty members, including librarians and counselors, are members of a college organizational unit, typically an academic department. Faculty job descriptions have been developed for specific academic disciplines.

Faculty members are called upon to participate in committee functions as needed. Each year faculty are polled to determine their preferences for assignments to standing committees. Then the President of the Faculty Senate and the Executive Vice-President, after conferring, make the final appointments to standing committees.

The Senate held elections during the spring of 1981 for the 1981-82 year. However, because the status and function of the Senate had been in question since the faculty voted to be represented by the United Faculty of Florida/American Association of University Professors in matters related to salary, fringe benefits, and working conditions, the Senate did not meet regularly until Term II. A copy of the Faculty Senate Constitution and By-Laws is included as Appendix I. It is now being revised to reflect needed changes.

Approximately 50 percent of the faculty are members of the UFF/AAUP. During the short history of this organization, its concerns and efforts have centered on obtaining a contract with the Board of Trustees. A copy of this contract is included as Appendix II.

According to the results of the Academic Department Self-Study Checklist, departments are generally satisfied with the degree of communication within and among the various academic departments and dissatisfied with the degree of communication with the administration. This issue is discussed



in the Organization and Administration Standard chapter.

Jurisdiction of the faculty in academic affairs is not defined as such. Academic Freedom is defined in Board Policy 614 x 2-410, a copy of which is attached as Appendix III. The faculty serves on the Academic Affairs Committee and the Academic Standards Committees which are the College committees most responsible for dealing with matters related to academic affairs. The faculty considers their participation acceptable according to the Department Self-Study Checklist.

Rules and regulations relating to faculty organization, bylaws, and responsibilities are recorded and distributed to all concerned in the Faculty Staff Handbook. Changes in faculty organization are not contemplated in the future development of the College. The Faculty Staff Handbook is very useful, but is not updated each year. A new edition will be available in Term I of 1982.

#### D. Professional Competence

Approximately 19.5 percent of the faculty hold a Doctor's Degree, while 52.6 percent have the equivalent of one year beyond the Masters Degree. Table 1 on the following pages shows the distribution of the faculty by academic preparation and department.

The teaching experience of the faculty prior to employment at Broward Community College is as follows:

<u>Number of Years</u>	<u>Number of Faculty</u>	<u>Percent of Faculty</u>
0 - 5	126	48.1%
6 - 10	112	42.7
11 - 15	17	6.5
16 - 20	5	1.9
21 - 25	1	.4
Over 25	1	.4

The length of service at Broward Community College for faculty members is as follows:

<u>Number of Years</u>	<u>Number of Faculty</u>	<u>Percent of Faculty</u>
0 - 5	109	41.6%
6 - 10	55	21.0
11 - 15	52	19.9
16 - 20	43	16.4
Over 20	3	1.1

#### E. Professional Growth and Development

Full-time certified instructional and administrative personnel may apply for a Sabbatical Leave as outlined in the BCC Procedures Manual (6H x 2-3.20). Under this policy, up to 4 percent of the full-time certified



## Distribution of Faculty

by

## Academic Preparation and Department

AREA	I	II + 48	II + 36	II + 30	II + 24	II + 15	II + 12	III + 18	III + 15	III + 12	III + 12	III
<u>BUSINESS ADMINISTRATION</u>												
Accounting	1											
Business Administration	4	2		1		1		2		2		
Hotel, Motel	1											
Insurance		1										
Marketing Management		2						1				1
Office Careers	1			1		1		3				1
Transportation								1				1
<u>COMMUNICATIONS</u>												
English	7	2	1	6	2	3	3	16				
ESL					1							
Journalism								2				
Modern Foreign Language	1	1		1		1						
Reading					1			2				
Speech	1	1			1		1	5				
<u>FINE ARTS</u>												
Art		1		2		1		3				
Music	3	1						4				
Theater							1					
<u>HEALTH, PHYSICAL ED., RECREATION, DANCE</u>												
	1					3	1	7				

I	II + 48	II + 36	II + 30	II + 24	II + 15	II + 12	III + 18	III + 15	III + 12	
1	48	36	30	24	15	12	18	15	12	III

MATH AND SCIENCE

Biology	1	4		3	1	1	1	1	2	
Math	4	8							9	
Physical Science	2	4		4	1	1			3	

SOCIAL SCIENCE

Behavioral Science	10	3	1	1		1	2	6		
History/Political	4				1		3			
Social Science	1	1					2			

ALLIED HEALTH

Dental Assisting										1
Medical Assisting					1					
Medical Lab									1	
Nursing	2	1							20	
Physical Therapy										11
Radiologic Tech.										1
Respiratory										3
										1

ENGINEERING TECHNOLOGY

Air Conditioning	1									
Architectural Tech.	1									
Contracting - Civil Engineering	1							1		
Data Processing	2								2	
Electronics									1	
Landscape Tech.		1								1

CRIMINAL JUSTICE INSTITUTE

	2	1				1				1
--	---	---	--	--	--	---	--	--	--	---

instructional and administrative personnel may be granted Sabbatical Leave during one school year, provided that no more than one-half of the Staff and Program Development allocations are needed for sabbaticals. An applicant may apply for one year's leave at half-pay or for one term at full-pay.

Full-time certified personnel may apply for personal or professional leave for graduate work or for research programs.

The number of Sabbatical Leaves granted during the last five years is as follows:

<u>Year</u>	<u>Number of Sabbatical Leaves</u>
1981-82	10
1980-81	14
1979-80	15
1978-79	12
1977-78	8

With the present re-structuring of the Staff and Program Development administration, the number of sabbaticals may be changed. A reduction of the amount of money allocated for sabbaticals was proposed in 1979-80, but a survey of the faculty and staff strongly supported keeping the amount stated in the Policy Manual rather than reducing it.

The College has several Incentive Awards. The Rank II (Masters Degree) and the Rank III (Bachelors Degree) incentive awards are placed on the faculty salary schedule at an index point value of .04 for each 12 semester hours increment unit above Rank II or Rank III respectively.

<u>Incentive Awards:</u>	<u>Rank</u>	<u>Semester Hours</u>
	II	12
	II	24
	II	36
	II	48
	III	12
	III	24

The Rank II plus 15 and plus 30 were fixed at \$433 and \$865, respectively, for the 1972-73 academic year and have continued at these regularly stipulated amounts for the terms of the awards.

Approximately 53 percent of the faculty hold a Rank II plus 12 or above. The percentage of the faculty awarded incentives are as follows:

<u>Rank</u>	<u>Semester Hours</u>	<u>Percent of Faculty</u>
II	48	13.0%
II	36	1.0
II	30	7.2
II	24	3.0
II	15	5.6
II	12	3.4
III	12	.4

The College has institutional membership in 204 professional organizations. Individual faculty members belong to numerous professional organizations and pay their own dues.

During the past five years, Florida Atlantic University and Florida International University have offered graduate courses on the BCC campuses.

Travel money for conventions and conferences is allocated by departments at approximately \$60 per faculty member. In addition to these funds, travel money may be requested through the Staff and Program Development fund and through administrators who have budgetary responsibility.

#### F. Financial Security

Average faculty salaries with minimums and maximums for the past five years are as indicated in Table 2. These figures do not reflect the results of collective bargaining for the 1981-82 year.

TABLE 2  
Average Faculty Salaries with Minimums and Maximums

<u>YEAR</u>	<u>MINIMUM</u>	<u>AVERAGE</u>	<u>MAXIMUM</u>
1980-81	\$11,800	\$20,184	\$25,402
1979-80	11,800	20,117	24,662
1978-79	11,250	18,557	23,513
1977-78	10,650	17,855	22,259
1976-77	10,200	17,048	21,318

For the years from 1976-77 through 1979-80, the Broward Community College average daily rate of pay for faculty ranked highest in the state based on data submitted to the Division of Community Colleges. The 1980-81 year ranked Broward Community College fourth in the state using that criteria. Table 4 of the AAUP report on the economic status of the profession indicates that the average annual salary for all Category IV colleges, i.e., two year colleges, is \$21,560. Additional salary supplements are paid for duties in the student activities area.

Benefits for the faculty include group life insurance, accidental death



and dismemberment insurance, medical insurance, dental insurance, health maintenance organizations, workers compensation, unemployment insurance, disability insurance, blood bank, duty leave, emergency leave, personal leave, professional leave, sabbatical leave, sick leave, terminal leave pay, payroll deductions for tax sheltered annuities, waiver of tuition for children and spouses, and up to twelve semester hours per year waiver of tuition for the faculty member.

In 1977, the College added disability insurance to the benefits available for the faculty. The entire cost of the program is borne by the College. The disability insurance provides for up to two years of benefits after a thirty-day waiting period and pays 60 percent of the faculty member's compensations.

Life insurance is provided faculty members in the amount of the annual salary rounded to the next higher thousand. The maximum amount of insurance is \$24,000. Faculty members have the option of doubling this amount by paying an additional \$.53 per thousand per month.

In the past two years, the College has provided all faculty members with the choice of a traditional medical insurance policy or the option of one of two different styles of health maintenance organizations: a staff model or an individual-practitioner model. The College pays the entire cost for faculty members who may, in turn, add dependent coverage at their own expense. The rate for dependent coverage has remained consistent for the previous two years.

Dental coverage was added to the fringe benefit package in 1975. The College absorbs the cost for the employees for the dental coverage. Again, faculty members have the option of paying for dependent coverage. All faculty are covered by one of the state's two retirement systems: The Florida Retirement System or the Teachers Retirement System, with the majority being in the Florida Retirement System. For the Florida Retirement System, the entire cost, currently 10.93 percent of the faculty member's compensation, is borne by the College. In addition, all members of the Florida Retirement System are covered by the Social Security System. This results in an additional 6.7 percent contribution by the College. The Teachers Retirement System costs are paid by the faculty members and the College. The cost is 6.25 percent of the faculty member's salary for both the College and the faculty member.

A comparison of benefits with the other twenty-seven community colleges in Florida shows that Broward Community College is among the leaders in providing a comprehensive fringe-benefit package. The trend of recent years is that the fringe benefits are increasing with the costs being absorbed mostly by the College.

#### G. Professional Security and Academic Freedom

Faculty members are guaranteed academic freedom by Policy 6H x 2-4.10 of the Policy Manual, which is based on the principles stated by the national AAUP. (See Appendix III.) Under the policy, faculty members are free to

engage in research, to discuss controversial subjects in the classroom, and to participate in community concerns as private citizens. They are cautioned to avoid bias or prejudice in teaching subject matter and in grading students. When speaking in the community, faculty members are expected to clarify their positions as individuals, not as institutional representatives.

Policy 6H x 2-3.10 contains the Continuing Contract regulations (see Appendix IV), and Policy 6H x 2-4.14 contains regulations about all contractual aspects of faculty appointments and tenure (see Appendix V).

Once faculty members are hired for a tenure-track position, they are on annual contract for three years. Each year they receive evaluations and notices of re-appointment or termination. No reason has to be stated for termination. Under special conditions, a person may be hired for a fourth annual-contract year before the decision is made relative to the granting of tenure.

A faculty member granted tenure remains on tenure except when there is due cause for dismissal. Procedures which safeguard due process include the following: first, an informal oral consultation with the direct supervisor; second, written communication from the President of the College; third, a committee hearing, with the committee being composed of ten faculty members, and with legal counsel being optional; and, fourth, a review of the committee recommendation by the Board of Trustees and a final recommendation.

#### H. Teaching Load

The Faculty Staff Handbook (latest edition is 1979-80) states that the full-time faculty member, in the performance of official duties, should spend the requisite hours per week to produce quality performance. The official duties are specified as teaching in the classroom, preparing classroom materials, grading papers, keeping office hours (on-campus hours for counseling and working with students), serving on committees, and participating in other co-curricular activities.

In order to achieve these goals, a full-time teaching faculty member is required to spend thirty-five hours a week on campus. Each faculty member must be on campus for a minimum of four hours each day. Five of the thirty-five hours may be used for committee meetings, library research, or other similar duties which vary from week to week.

Full-time faculty members teach thirty-six to thirty-eight credit hours or up to fifty contact hours per contract year. The yearly requirement must be broken down into a minimum of fifteen credit hours or a maximum of twenty contact hours per term for Terms I and II. During Term III, each faculty member must teach a minimum of six credit hours or a maximum of ten contact hours during either Term A or Term B.

Faculty members may be asked to teach an overload or may request to teach an additional class. If requested by the College, they are paid an amount

prorated on their salary schedule; if the faculty members request an overload, they are paid on the adjunct faculty salary schedule. Conscientious effort is made to ensure that the total teaching load is kept within the limits of sound academic practice and is consistent with the expectations of quality performance.

Faculty members are called on to substitute for absent part-time or full-time faculty. They are paid the hourly rate listed in the salary schedule. Substitute faculty must meet the same certification criteria as part-time or full-time faculty.

Department Chairmen are released from administrative duties to teach classes. The number of classes required is determined by the administration according to a formula currently being revised.

Class size is consistent for faculty members within a department. In the assignment of classes, the number of preparations and the total number of students per week are taken into consideration.

Facilities and support services are generally adequate at the College. However, there is a real possibility that there are inequities in the placement of support personnel. A needs-assessment survey has not been conducted related to support services.

#### I. Criteria and Procedures for Evaluation

Two principal instruments, evaluation by supervisor and evaluation by students, are used in the evaluation of the faculty member.

Criteria and guidelines used for the supervisory evaluation are included in Appendix VI. This instrument was developed by the Instructor Evaluation Committee.

Student evaluations are developed and revised by individual departments and/or instructors. An example is included in Appendix VII.

A Needs Assessment survey of the faculty indicated general acceptance of the current evaluation criteria and procedures. The mean response to questions assessing the effectiveness of evaluation processes was 4.2 on a 1-8 scale.

Department Chairmen use a variety of methods for evaluating faculty members, all leading to the completion of the Instructor Evaluation Form. There is no collegewide evaluation plan beyond the agreed-upon form. This situation allows for inconsistencies in the way some faculty members are evaluated.

Since faculty members do not hold professorial rank, no policy or procedure for promotion exists. Quality performance may be recognized informally, such as in the College newsletter or by presentation before the Board of Trustees. Under the present system, many accomplishments of the faculty may go unnoticed and, therefore, unrecognized.



## J. Part-Time Faculty

Broward Community College employs part-time faculty in all areas of its academic offerings for a variety of reasons. Part-time faculty (also referred to as "Adjunct faculty") are used to take advantage of the academic expertise of people working in the local community because of economic considerations and because of fluctuating student enrollment in some departments.

Part-time faculty play an important part in the delivery of educational services at BCC. The percentage varies from department to department, from campus to campus, and from term to term. The college is presently re-examining the ratio of part-time to full-time faculty collegewide with plans to reduce the large number of part-time faculty present in some areas. Employing large numbers of part-time faculty, who also have jobs elsewhere, poses a threat to quality education.

BCC employs 262 full-time teaching faculty, plus 54 department chairmen with teaching responsibilities. BCC also employs approximately 490 part-time faculty, which equates to 130 full-time equivalent faculty. Thus, approximately one-third of the teaching is done by part-time faculty.

Policies pertaining to the employment of part-time faculty are contained in BCC Policies 6H x 2-3.01 through 6H x 2-3.40. As with all personnel, employment of part-time faculty shall be upon the recommendation of the President and the official appointment by the Board of Trustees. Prior to appointment, their employment records and references are checked.

Part-time faculty fall under the same criteria for professional certification as do full-time faculty (6H x 2-3.03) unless they teach sixty-four clock hours or less per semester. Then they are exempt from certification requirements.

In determining the teaching assignments for part-time faculty, the following definition from the Broward Community College Administration Regulations Faculty Salary Schedule for 1981-82 applies:

Part-Time Faculty: A part-time faculty member must hold a teaching certificate with the appropriate rank. A part-time faculty member is limited to nine credit hours or 270 clock hours per term within a limit of eighteen credit hours or 540 clock hours per academic year. Any load above 270 clock hours or nine credit hours within a term shall be approved by the Vice-President for Academic Affairs. Any load in excess of eighteen credit hours or 540 clock hours in an academic year must be approved by the Executive Vice-President. Applied music and studio art faculty are subject to these same restrictions.

Part-time faculty receive none of the fringe benefits accorded to full-time faculty. They are paid on an hourly contact basis. They have no contractual security other than on a one-term basis.



The recruitment, orientation, supervision, and evaluation of part-time faculty are the responsibility of the Department Chairmen. Because there is no collegewide plan for orientation, supervision, or evaluation of part-time faculty members, these functions can not be carried out consistently in the various departments on the several College locations.

### III. Projections

A five-year projection program is in progress under the direction of the Vice-President for Academic Affairs. Analysis of the number and type of faculty needed in the future is based on data collected by the Department of Institutional Research from the local community and the state. This data is used in conjunction with additional input from Department Chairmen and Division Directors. Since Broward Community College is in a growing area, an increase is expected in the number of faculty required. Also some increase in full-time faculty is expected in order to reduce the ratio of part-time faculty to full-time faculty. Some turnover in faculty is expected as faculty members retire and normal attrition occurs.

Resources for paying faculty remain a problem as the State Legislature continues to fund on the present formula which does not provide for cost-of-living increases.

Faculty participate in academic matters via the Faculty Senate, Academic Affairs Committee, Academic Standards Committee, and various ad hoc committees. The UFF/AAUP negotiates salary, fringe benefits, and working conditions.

### IV. Strengths

Broward Community College has a highly qualified and diversified faculty. Faculty members have been chosen for their academic and professional caliber and for their interest in maintaining high academic standards. Also, faculty members have been chosen from a variety of universities, thus providing stimulating crosscurrents of intellectual activity. Many faculty members are active in their disciplines and have outstanding national, regional, and local reputations.

### V. Weaknesses and Recommendations

Current evaluation of full-time faculty is limited to the Instructor Evaluation Form. Department Chairmen use a variety of methods for evaluating faculty, all leading to the completion of the Instructor Evaluation Form. There is no collegewide faculty evaluation plan beyond the agreed-upon form. This situation allows for inconsistencies in the way some faculty members are evaluated.

### Recommendation

The College should develop a collegewide plan allowing for the comprehensive evaluation of full-time faculty performance.

Because the institution has no collegewide plans for orientation, supervision, and evaluation of part-time faculty, these activities are not consistently carried out in the various departments at the different locations.

### Recommendation

The College should devise a collegewide policy covering the orientation, supervision, and evaluation of part-time faculty.

## VI. Weaknesses and Suggestions

Current funding from the State Legislature is based primarily on an FTE formula which does not provide for a cost-of-living salary adjustment either for the state community college system or an individual college. This situation places an economic hardship on the institution and makes selection and retention of competent faculty more difficult.

### Suggestion

The College should aggressively pursue additional funding from the legislature and other sources to provide monies for additional salary increases.

The College employs a large number of part-time faculty. Employing large numbers of part-time faculty, who also have jobs elsewhere, poses a threat to quality education.

### Suggestion

The College should pursue its stated goal of attempting to reduce the number of part-time faculty and increase the number of full-time faculty in departments with an inordinately high percentage of part-time faculty.

Recognition of faculty accomplishments is limited to publication in the College newsletter, presentation before the Board of Trustees, and informal recognition from peers or the administration. Under this system many accomplishments of the faculty may go unnoticed and, therefore, unrecognized.

### Suggestion

The College should devise more comprehensive methods of

recognizing faculty performance and accomplishments.

College facilities and support services are generally adequate. However, there is the real possibility that there are inequities in the placement of support personnel. A needs-assessment survey has not been conducted related to support service.

#### Suggestion

The College should conduct a support personnel and services needs assessment to determine if personnel and services are equitably distributed throughout the institution.

#### VII. Summary

Broward Community College is undergoing major changes. The UFF/AAUP now represents the faculty concerns related to salary, fringe benefits, and working conditions. The administration is restructuring the collegewide administrative matrix.

Policies and guidelines are provided which ensure consistent practices relative to faculty; however, these are currently under revision.

Faculty members are academically qualified and participate in college and community activities related to their disciplines.





APPENDIX I  
CONSTITUTION FOR THE FACULTY SENATE  
OF  
BROWARD COMMUNITY COLLEGE

Preamble

In order to provide for effective joint communication concerning the nature, direction, and pace of the Broward Community College program, and to encourage the development and maintenance of a climate conducive to excellence in teaching and learning within a framework of academic freedom, professional responsibility, and high ethical standards, the Faculty of Broward Community College does hereby adopt this Constitution for the Faculty Senate.

I. Name

The body hereby formed shall be known as the Faculty Senate of Broward Community College.

II. Purpose

Under the leadership of the President of Broward Community College, and subject to the approval of those agencies legally constituted to direct the public junior colleges of the State of Florida, the Faculty Senate of Broward Community College shall serve as an instrument through which the Faculty can initiate, study, discuss and recommend those objectives, policies, and procedures which are properly the common concern of the Administration, Faculty, and Staff of the Broward Community College.

III. Definition of Faculty

Faculty, for the purposes of this document shall be defined as: Full-time, certified personnel, employed by Broward Community College on the instructional salary schedule, who are assigned to at least half a full teaching load, or who are designated as librarians or counselors.

IV. Senators

Section 1: Apportionment:

There shall be one Senator for each fifteen members, or major fraction (8) thereof, of the total faculty members on each campus, plus two additional

Senators for each campus. All such Senators will be elected at-large from their respective campus.

Section 2: Qualifications:

Senators shall be full-time Faculty members, assigned to one or more campuses, running for office only from that campus where the majority of their classes/work is assigned.

Section 3: Nominations:

On Tuesday of the first full week of April, the Enabling Committee shall circulate among all the Faculty on each campus a memorandum stating the number of Senators to which the campus is entitled (less the number of Senators whose term shall not have expired by the end of the current academic year). This number shall be determined by the number of full-time faculty members in active service and holding either an annual contract or continuing contract with Broward Community College at the beginning of the current academic year and in accordance with Section 1 of this Article. By Tuesday of the second full week of April, any full-time member of the Faculty may send written, signed nominations to the enabling committee.

Section 4: Elections:

Elections shall be conducted by the Enabling Committee of the Senate. Senators for a campus shall be elected by the full-time faculty members assigned to that campus. Sealed ballots containing the names of all qualified candidates, arranged alphabetically, shall be distributed to all faculty members of the respective campus, who shall vote for the appropriate number of Senators. Election shall be determined by a plurality vote. The Enabling Committee of the Senate shall distribute, collect, and count the ballots before Friday of the third week in April.

Section 5: Term:

The term of office shall commence on September 1. Senators shall normally serve for two years. Special one-year terms may be instituted by the Enabling Committee, if this is necessary, in order to insure staggering of terms.

Section 6: Vacancies:

Should a vacancy exist for any reason, the President of the Senate shall appoint a replacement from the same campus. Such replacement shall serve until the next regularly scheduled election. Such appointment shall be made prior to the next regularly scheduled Senate meeting following receipt of notice of the vacancy. Appointments are subject to confirmation by a two-thirds majority of the Senate.

Section 7: Attendance:

The Senate may, by a two-thirds vote, remove any representative who has missed two consecutive meetings.

V. Officers

The Senate shall have the following officers: a President, a Vice-President, and a Secretary. Other officers may be established as deemed necessary in the By-Laws to this Constitution.

Section 1: Election:

The election of Senate officers shall be provided for in the By-Laws to this Constitution.

Section 2: Term:

The term of all Senate officers shall be one year, but no person shall serve more than two consecutive years in the same office.

Section 3: Duties:

The President of the Senate shall preside at all meetings of the Senate, shall conduct necessary correspondence for the Senate, shall be available for consultation when requested by the Vice-President of Broward Community College, the Administrative Officers and Staff, the Committees of the College, and the Committees of the Senate, and shall perform all other duties that may be necessary and proper to insure

the effective operation of the Senate. The Vice-President shall assume the office of President should a vacancy appear, preside over meetings in the President's absence, and perform such other duties as the President shall assign. The Secretary of the Senate shall keep an accurate record of attendance, shall keep complete minutes of all meetings of the Senate and distribute copies of the minutes to all members of the Administration, Faculty, and Staff within two weeks after each meeting, and shall perform such other duties as are proper to the office.

## VI. Meetings

All meetings of the Senate shall be open meetings, and all members of the Administration, Faculty, and Staff of Broward Community College are encouraged to attend, participate in discussion, serve on committees of the Senate, but shall not vote. The President of Broward Community College shall be a member of the Senate ex officio, but shall not vote.

### Section 1: Regular:

The first meeting of each school year (Term I) shall be a joint meeting of all incoming and outgoing Senators. This meeting shall be held prior to September 1st. After this date the Senate shall meet monthly during Terms I and II, at least once during Term III-B, and at such other times as the Senators, by majority, may decide.

### Section 2: Special:

The President of the Senate may call a special meeting, provided that at least three days shall elapse between notification and meeting. This three-day proviso shall not apply to "meet-and-confer-meetings."

The President of the Senate must call a special meeting, within three days, upon receipt of a written petition signed by a majority of the Faculty Senate members.



The President of the Senate must call a special meeting upon receipt of a written petition signed by at least twenty-five percent of the Faculty.

The President of the Senate may call a special meeting at the request of the President of Broward Community College.

### VII. Quorum

A majority of the Senators shall constitute a quorum during Terms I and II. A majority of the Senators on active duty during Terms III-A and III-B shall constitute a quorum.

### VIII. Powers

All provisions of this Constitution shall conform to law, State Board of Education Regulations, and Board policies, and in the event any provision is inconsistent to these, it shall be null and void.

### IX. Functions

It shall be the function of the Senate to represent the Faculty in institutional matters concerning philosophy, curricula, subject matter, degree requirements, evaluation, faculty status and salary, and those aspects of student affairs which relate to the educational process. The Senate shall bring together representatives from the total professional staff of the various campuses, areas, and divisions of Broward Community College, and shall be guided by the principle that the total personnel resources of the College relate to the policy-recommending process. The Senate may consider any subject that is germane to the interests of the College and make recommendations to the President of Broward Community College for transmission to the appropriate official, committee, or person for further consideration. When appropriate, Senate recommendations shall be submitted by the President of Broward Community College to the District Board of Trustees.

### X. Amendments

Proposed amendments may be initiated by any Senators present at a regular meeting of the Senate and shall be approved for circulation among the faculty by a simple majority vote of the Senate. Proposed amendments signed by twenty-five percent of the faculty shall be circulated among the faculty, upon receipt by the Senate without further Senate action. After circulation among the faculty and upon thirty days prior notice, proposed amendments when approved by a two-thirds vote of the total Senate and then ratified by a two thirds written vote of the total faculty and

certified in writing to the President of Broward Community College that the amendment has been approved by the Senate and ratified by the faculty by the required votes.

#### XI. By-Laws

Authority to adopt By-Laws, consistent with this Constitution, is granted to the Senate.

Proposed By-Laws, and amendments thereto, shall be published in full in the agenda for the meeting at which they are to be considered, and shall become effective upon a two-thirds vote of the total Senate.

#### XII. Ratification

This Constitution must be ratified by a three-fourths written vote of the total faculty. It shall become effective upon written certification to the President of Broward Community College that the Constitution has been ratified by the required votes.

APPENDIX II  
CONTRACT  
BETWEEN  
THE BOARD OF TRUSTEES OF BROWARD COMMUNITY COLLEGE  
AND  
UNITED FACULTY OF FLORIDA  
LOCAL 1847





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## PREAMBLE

This Agreement is entered into by and between the District Board of Trustees of Broward Community College (hereinafter called the Board) and the United Faculty of Florida, Local 1847 (hereinafter called the Union).





ARTICLE 1  
RECOGNITION

The Board recognizes the Union as the exclusive collective bargaining representative for those employees certified by the Public Employees Commission in Case No. RC-81-009 and Certification N. 539 dated May 22, 1981, who are employed by Broward Community College with respect to wages, hours, and other terms and conditions of employment.



ARTICLE 2  
DUES DEDUCTION

Section 1. Any employee covered hereunder, who has submitted a properly executed written dues authorization card or statement to the College President and/or his designee, may have his initiation fees and membership dues in the Union deducted from his wages. Dues shall be deducted the first pay period of each month and shall thereafter be transmitted to the Union. However, the College shall have no responsibility or any liability for any monies once sent to the Union, nor shall the College have any responsibility or any liability for the improper deduction of dues. Further, the Union shall hold the College harmless for non-intentional errors in the administration of the dues deduction system, although the College shall exercise reasonable care in said transactions. It shall be the responsibility of the Union to notify the College of any change in the amount of dues to be deducted at least sixty (60) days in advance of such deductions. Under no circumstances, shall the College be required to deduct employees' organizational fines, penalties, or assessments from the wages of any member.

Section 2. The Board's responsibility for deducting dues and uniform assessments from an employee's salary shall terminate automatically either: (1) thirty (30) days written notice from the employee to the Board and to the Union revoking the employee's prior check off authorization, pursuant to Florida Statute Chapter 447.003

or (2) cessation of the authorizing employee's employment, or (3) the transfer or promotion of the authorizing employee out of the bargaining unit.



ARTICLE 3  
GRIEVANCE PROCEDURE

Section 1. Any claim by an employee, group of employees, or the Union at the request of a group of employees, that there has been a violation, misinterpretation, or misapplication of any provision of this Agreement, may be processed as a grievance as hereinafter provided. Nothing in this Article shall be construed to prevent any employee from presenting, at any time, his own grievance in person or by legal counsel, to the College, and having such grievance adjusted without the interference of the Union, if the adjustment is not inconsistent with the terms of this Agreement, and if the Union has been given reasonable opportunity to be present at any meeting called for the resolution of such grievance.

Section 2. In the event that an employee believes that there is a basis for a grievance, he shall first discuss promptly the alleged grievance with the immediate supervisor either personally or if he prefers, accompanied by a Union representative, within ten (10) instructional days of the date on which the employee could reasonably have known of the occurrence of the event giving rise to the alleged grievance.

Section 3. It is agreed that when the grievant is satisfied with the College's response, processing of the grievance will automatically terminate.

Section 4. If as a result of the informal discussion with the

immediate supervisor, an alleged grievance still exists, the following formal grievance procedure may, at the option of the grievant, be evoked through the Union within five (5) instructional duty days of the informal discussion on the form set forth in Appendix A, signed by the grievant and a representative of the Union if the Union is involved, which form shall be available from the Department of Personnel of the College or from the Union.

Step 1. Within the time frames set forth in Sections 1, 2, and 3 above, a grievant may submit to his immediate supervisor a copy of the grievance on the grievance form contained in Appendix A. Within five (5) instructional duty days of receipt of the grievance, the immediate supervisor shall meet with the grievant and/or his Union representative in an effort to resolve the grievance. The immediate supervisor shall indicate the disposition of the grievance in writing within five (5) instructional duty days after such meeting and shall furnish a copy thereof to the Union.

Step 2. If the grievant is not satisfied with the disposition of the grievance, or if no disposition has been made within the specified time limit, the grievance shall be submitted to the intermediate supervisor and/or his designee within five (5) instructional duty days of the disposition or expiration of the time limit. Within five (5) instructional duty days, the intermediate supervisor and/or his designee shall meet with the grievant and/or his Union representative, if any, and shall indicate the disposition of the grievance in writing within five (5) instructional duty days of such meeting and shall furnish a copy thereof to the Union, provided that when the grievant is satisfied with the response, processing of the grievance will automatically terminate. If no written response is forthcoming, the grievant may proceed automatically to Step 3.

Step 3. If the grievant is not satisfied with the disposition of the grievance, or if no disposition has been made within the specified time limit, the grievance shall be submitted to Provost or Vice President and/or his designee within five (5) instructional duty days or expiration of the time limit. Within five (5) instructional duty days, the Provost and/or Vice President and/or the respective designee shall meet with the grievant and/or his Union representative and shall indicate the disposition of the grievance in writing within five (5) instructional duty days of such meeting and shall furnish a copy thereof to the Union, provided that when the grievant is satisfied with the response, processing of the grievance shall automatically terminate.

Step 4. If the grievant is not satisfied with the disposition of the grievance, or if no disposition has been made within the specified time limit, the grievance shall be submitted to the President of the College or his designee within five (5) instructional duty days of the disposition or the expiration of the time limit. Within five (5) instructional duty days, the President or his designee shall meet with the grievant and/or his Union representative and shall indicate the disposition of the grievance in writing within five (5) instructional duty days of such meeting and shall furnish a copy thereof to the Union.

Step 5. If the grievant is not satisfied with the disposition of the grievance by the President and/or his designee, or if no disposition has been made within the specified time limit, the grievance may be submitted by the Union, with the consent of the grievant, to arbitration before an impartial arbitrator within twenty (2) instructional duty days of the date of the disposition at Step 3 or the expiration of the time limit, whichever occurs first. If the parties cannot agree as to the arbitrator within five (5) instructional duty days from the notification date that the arbitration will be pursued, the arbitrator shall be selected from the Federal Mediation and Conciliation Service in accordance with these rules, which rules shall likewise govern the arbitration proceedings. The parties agree that the award of the arbitrator shall be final and binding.

Section 5. The College and the Union shall share equally the expense of the arbitrator. Each party shall be responsible for any additional expenses it chooses to incur.

Section 6. The time limits provided in this Article may be modified by written agreement by the parties.

Section 7. Adjustment of any grievance as described hereinabove shall be consistent with the provisions of this Agreement.

Section 8. The arbitrator shall be prohibited from modifying, changing, adding to or subtracting from, the terms of this Agreement or any supplementary written approved amendment entered into mutually by the parties. Any case appealed to the arbitrator on which he has no power to rule shall be referred back to the parties without decision.

Section 9. The parties agree that in a settlement of any grievance by the parties prior to the rendition of a decision by an arbitrator shall not constitute an admission that the Contract has been violated nor shall such settlement constitute a precedent for the interpretation or application of the provisions of the Agreement.

Section 10. Nothing in this Article shall require the Union to process grievances for employees who are not members of the Union.

Section 11. Reprisal. No reprisal of any kind will be made by the Board against any grievant, any witness, any Union representative or any other participant in the grievance procedure by reason of such participation.

Section 12. Right of Discovery. During all stages of the grievance procedure, the grievant has the right of discovery to all information and arguments that have bearing on the grievance.



ARTICLE 4  
PREVAILING RIGHTS

During the term of this Agreement, all rights, privileges, and fringe benefits, not specifically addressed in this Agreement, but previously enjoyed by faculty members, and which rights, privileges, and benefits, contained in the Procedures and Guidelines Manual and the Faculty/Staff Handbook as related to and limited to unit employees, will remain in effect unless amended by mutual agreement.



## ARTICLE 5

### STRIKES

The Union agrees not to participate in, nor endorse strikes, picketing, stoppages or concerted failure or refusal to perform assigned work by the employees covered by this Agreement, while this Agreement is in effect.

Any employee who participates in or endorses a strike, a work stoppage, picketing, or concerted failure or refusal to perform assigned work, may be disciplined and/or discharged by the College, and the sole and exclusive jurisdiction to review such discipline or discharge shall be provided in the grievance procedure.

It is understood and agreed that in the event any violation of this Article, the College shall be entitled to seek and obtain exparte immediate injunctive relief, provided, within twenty-four (24) hours after receiving written notification from the College that a strike or picketing is in progress on the part of individuals or any group of individuals covered by this Agreement, the Union shall state to the College, in writing, whether or not it has sanctioned such action. Its prompt disavowal, in writing, for responsibility, shall relieve the Union of legal responsibility to the College therefore.

Picketing, as is referred to in this Article, shall mean any action by way of demonstrating which has the effect of preventing or restraining any other employee from coming to work or to continue work.

Informational picketing, which does not have the effect of preventing or restraining any other employee from continuing to work, is permitted under this Article.



ARTICLE 6  
NON-DISCRIMINATION

Broward Community College as an institution of higher learning is dedicated to the inculcation of the highest ideals of citizenship in a free society. The College seeks to set a proper example by complying fully with all relevant laws enacted at every level of government. Consistent with the American ideal of equality of citizens and the dignity and worth of each person, the College hereby states that equal employment opportunity and advancement are guaranteed consonant with appropriate laws without regard to race, religion, color, national origin, sex, or any other factor. All members of the faculty are expected to assist in making this policy a practical reality.

The Employer and the Union agree that all provisions of this Agreement shall be applied to all employees covered by this Agreement and that the Employer and the Union affirm their joint opposition to any discrimination practices in connection with employment, promotion, training, remembering that the public interest requires the full utilization of employee skills and ability without regard to race, color, creed, national origin, sex, religion, age, handicap and/or marital status.

All employees of the faculty of Broward Community College covered by this Agreement shall have the right to join or to refrain from joining the Union, to engage in lawful concerted activities for the purposes of collective bargaining or other mutual aid and protection

to express or communicate to management any view, grievance, complaint, or opinion, related to the condition of compensation of public employees or the betterment as provided for in this Agreement, all free from restraint, coercion, discrimination, or reprisal.

## ARTICLE 7

### SEVERABILITY

If any paragraph, clause, sentence, Article, or other part of this Agreement is ruled to be illegal, invalid, or unenforceable by any court of competent jurisdiction, such decision shall not effect the remaining portions of the Agreement which shall remain in full force and effect.





## ARTICLE 8

### ACCESS TO INFORMATION

The College agrees to make available to the Union Officers and/or its members, information and/or records of the College, if requested and permitted pursuant to the provisions of Florida Statute, Chapter 119.



ARTICLE 9  
UNION RIGHTS

Section 1. Nothing in this Agreement shall abridge the right of any duly authorized representative of the Union to present views of the Union on issues which effect the welfare of its members.

Section 2. It is understood and agreed that all functions of the Union shall be performed by Union members on the employee's own time and not the College working time. Any exception to this shall be first obtained, in writing, from an appropriate administrator, unless provided by this Agreement.

Section 3. The U.F.F. and its representation shall have the right to use College facilities for monthly executive Board Meetings and one general membership meeting per Term upon advance request and when available.

Section 4. The College agrees to provide U.F.F. with existing bulletin board space in those Campus areas where notices to faculty are normally posted by the College. Notices or documents to be posted by the Union must be related to official Union business and initiated by an officer of the Union.

Section 5. The U.F.F. shall have the right to use the College mail service, including faculty mail boxes for U.F.F. communications to employees, provided documents to be transmitted are not prohibited by the Private Express Statutes, and with the further understanding that the College normal mail operation will first be performed in

cases where an overload occurs as a result of said U.F.F. mail use request.

Section 6. Copies of this Agreement, shall; after approval of the proof copy by the College and the U.F.F., be printed at the expense of the U.F.F. after the Agreement is signed. The U.F.F. shall furnish 150 copies of said printed Agreement to the College for its use, at a charge based on actual cost.

Section 7. Notification of Changes in Bargaining Unit Membership.  
The Board agrees to notify the Union, in writing, of any additions and/or deletions to the membership of the bargaining unit, monthly.



## ARTICLE 10

### MANAGEMENT RIGHTS

It is the right of public employer to determine unilaterally the purpose of each of its constituent agencies, set standards of services to be offered to the public, and exercise control and discretion over its organization and operations. It is also the right of public employer to direct its employees, take disciplinary action for proper cause and relieve its employees from duty because of lack of work or for other legitimate reasons. However, the exercise of such rights shall not preclude employees or their representatives from raising grievances, should decisions on the above matters have the practical consequences of violating the terms and conditions of the collective bargaining agreement.



ARTICLE 11  
COMPENSATION

Section 1. The Board agrees to increase the salary of each member of the bargaining unit by 10% over the salary currently in effect for each member of the bargaining unit for 24 of 26 paychecks in the 1981-1982 academic year and thereafter.

Section 2. The increase will be paid as follows:

- A.) Each of the respective parties agree to present this agreement for ratification no later than November 17, 1981. If ratified by both parties, compensation of members of the bargaining unit will be increased 10% no later than the second full pay period after ratification (December 16, 1981) as provided for in Section 1. above.
- B.) The College agrees to pay members of the bargaining unit a single check on December 16, 1981 representing the salary difference earned by the unit member beginning with the third pay period of the 1981-1982 academic year, less the amount paid since the third pay period.

Section 3. Credential Changes - A change in credentials will result in an increase in the faculty member's annual compensation equal to the difference between the minimum annual salary of the faculty member's current rank category and the minimum of the new rank

category as provided in the Credential Change Criteria as set forth below.

CREDENTIAL CHANGE CRITERIA

	<u>MINIMUM</u>
Rank III	\$12,980
Rank III + 12	13,530
Rank III + 18	13,750
Rank II	14,520
Rank II + 12	15,070
Rank II + 24	15,620
Rank II + 36	16,170
Rank II + 48	16,720
Rank I	17,930

## ARTICLE 12

### TERM OF AGREEMENT

This Agreement shall be in full force and effect from and after the date of ratification by the Faculty and the Board of Trustees, except for the provisions relating to Compensation, which shall become as provided for in Compensation, Article 11. This Agreement shall remain in full force and effect through the last full day of the 1981-1982 academic year (August 3, 1982). Negotiations for a subsequent Agreement may be requested no earlier than March 30, 1982, and upon written request to commence negotiations, the responding party shall contact the other party within 15 days upon receipt of the request in order that mutually agreeable dates and places for negotiations may be agreed.

For: Broward Community College

For: United Faculty of Florida  
Local 1847

\_\_\_\_\_  
Chairman of the Board

\_\_\_\_\_  
President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice-President

Date: \_\_\_\_\_

Date: \_\_\_\_\_





## APPENDIX III



POLICY MANUAL  
Broward Community College

Title	Academic Freedom	Number	6Hx2-4.10
Legal Authority	SBE 6A-14.261 FS 229.053	Page	1 of 1

All members of the faculty are entitled to academic freedom as generally defined in the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. Relevant provisions of this Statement are accepted by the College as follows:

1. A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the College.
2. The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject "and should not permit personal prejudice to interfere with his grading of his students on their performance in his classes." Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Approved By District Board of Trustees Date: June 15, 1976	Authenticated By President Signature: s/ Hugh Adams Date: June 15, 1976
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# APPENDIX IV



POLICY MANUAL  
Broward Community College

Title	Continuing Contract	Number	6Hx2- 3.10
Legal Authority	SBE 6A-14.411 FS 230.760	Page	1 of 1

In order to qualify for a Continuing Contract, an employee must meet all of the following criteria:

1. Possess a regular certificate based on graduation from a standard four-year college at least, or as otherwise provided by law.
2. Complete three years of service in Broward Community College during a period not in excess of five (5) successive years, such service being continuous except for leave authorized and granted.
3. Be appointed for the fourth year.
4. Be recommended by the President for such continuing contract based on successful performance of duties and demonstration of professional competence.

Recommendations for employment of employees who are eligible for Continuing Contract shall be made to the President on or before April 1.

Approved By	Authenticated By President
District Board of Trustees	Signature /s/ Hugh Adams
Date June 15, 1976	Date June 15, 1976





## APPENDIX V



## POLICY MANUAL

Broward Community College

Title: Contractual Matters (Faculty Appointment and Tenure)	Number 6Hx2-4.14
Legal Authority: SBE 6A-14.247 SBE 6A-14.411 SBE 6A-14.41 FS 230.760 SBE 6A-14.414 FS 230.763	Page 1 of 7

Contractual Matters (Faculty Appointment and Tenure)General Statement

This policy on academic appointment and tenure is indicative of the desire of the administration and teaching faculty to effect and maintain the high standards of scholarship, teaching, and morale at Broward Community College. Further, the design is to insure every faculty member academic freedom, to provide security to every competent faculty member in his/her profession, and to enable the College to rely on the continuous services of a capable faculty. Thus, it is the policy of the College to provide stability and continuity for the faculty member as he/she serves in his/her appointed post for the purpose of rendering service of high quality in an atmosphere of academic integrity and mutual confidence. Tenure is a reciprocal responsibility in that, while certain benefits are realized as a result of tenure, increased obligations and responsibilities devolve on tenured faculty. Consequently, tenure should be granted only after careful and deliberate consideration. It is, therefore, the stated position of the College and the faculty that the actions of each tenured faculty member reflect upon the entire faculty and the College. For this reason, tenured faculty members will be expected to maintain the highest standards of professional ethics and personal conduct. The College views each faculty member as a professional person, ready and willing to accept and discharge his/her full responsibility in the educational process and being loyal both to the College and to the Country.

1. Kinds of Appointments:a. Term Appointment

All term appointments shall be for a specified period or time and shall automatically terminate at the end of the period specified. These appointments shall include all part-time faculty members, all substitute faculty, and all faculty members receiving their first appointments. Faculty members serving under a term appointment do not attain tenure.

Approved By District Board of Trustees Date: June 15, 1976	Authenticated By President Signature /s/ Hugh Adams Date: June 15, 1976
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Title: Contractual Matters (Faculty Appointment and Tenure)	Number: 6Hx2-4.14
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b. Continuing Contract Status

All faculty receiving term appointments for a period of three successive years and who are reappointed for the fourth year, as provided hereinafter, shall at the beginning of that fourth year attain tenure unless the time for attaining tenure is extended as provided hereinafter. Tenure appointments shall continue until they are terminated, either by action of the appointee or by action of the College as hereinafter provided.

Certified administrative personnel shall be considered to be on instructional contracts for tenure purposes. They shall be appointed by contract to an administrative position for one year, with a clear understanding that tenure in the administrative position does not apply.

2. Terms of Writing

All initial appointments shall specify in writing whether they are part-time or full-time, the expiration date, and the salary.

3. Probationary Period for Appointments

All full-time faculty members shall, from the time of first appointment, serve a minimum probationary period of three successive years, which period may be extended not more than two additional years. At the end of the probationary period, a faculty member's appointment is either terminated or he/she is given continuing contract as hereinafter provided.

4. Termination of Appointment During Probationary Period

An appointment to the faculty may be terminated during the probationary period at the close of any academic year by written notice of the College either not to reappoint or by the faculty member by intention not to return. Such written notice by the College shall be given no later than March 1 of the first academic year of service, or no later than December 15 of the second academic year of service, or at least twelve months before the expiration of an appointment after two or more years of service at the College.

A term appointment for part-time faculty and substitute faculty may be terminated at the end of the specified period without further notice.



## POLICY MANUAL

Broward Community College

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### 5. Establishment of Tenure

A full-time faculty member appointed to a fourth year contract following three successful consecutive years of teaching in the College shall have established tenure or continuing contract status. However, the period for establishing tenure may be extended up to five years. Should it be anticipated that tenure will not be awarded at the end of the third year of service, the faculty member involved will be notified in accordance with Paragraph 4 above.

### 6. Retention of All Rights

Nothing stated herein shall be interpreted to deprive one of rights acquired under previous policies of the College.

### 7. Significance of Tenure

Appointments of faculty members having tenure or continuing contract status are continued from year to year without the necessity for annual or other renewal of contract. Written contracts will normally be issued, but signature by the faculty member is optional. Tenure implies that the faculty member shall accede to reasonable requests for transfer to assignment for which he/she is qualified, to accept classes assigned, whether in day or evening hours, and in an emergency, and for the period thereof to accept such other reasonable assignments as may be deemed necessary by the College. A faculty member will comply with such requests and, if he/she believes the requests to be unreasonable, the faculty member may later pursue the matter through the appropriate faculty committee for recommendation. Tenure assures to the faculty member participation in a general change in salary schedule and provisions for general working conditions on the same basis as others similarly situated. It does not imply any promise of promotion or any regular increase in salary. Tenure shall continue until death, resignation, retirement because of age or disability, termination for cause, or because of financial exigency or reorganization. Should financial exigency or reorganization indicate termination is necessary, consultation between the administration and the faculty member involved should be held to explain the reasons for the action and to work out any possible alternatives which take into consideration equities of the situation, including the best interests of the College and due consideration for the faculty member. If no alternative is practicable and a position must be discontinued, termination shall ensue, with consideration being given consistent with Florida Statutes to terminating any tenured faculty member. In the event an appointment of a faculty member with tenure is terminated by the College, he/she shall be given



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one year's notice except in cases of termination for cause involving moral turpitude, gross insubordination, neglect of duty, or serious immediate harm to the College. A faculty member having the rights or privileges of tenure shall have the continuing obligation and responsibility of maintaining and improving his/her professional competence in order to render effective service to the College. An administrative appointment may be accepted without interrupting or impairing one's tenure, but tenure shall not apply to the administrative position, which is subject to change at any time by the authority of the President.

8. Termination of Contract for Cause

a. Preliminary Proceedings Concerning the Fitness of a Faculty Member

When reason arises to question the fitness of a faculty member who has tenure or whose term appointment has not expired, the appropriate administrative officers should ordinarily discuss the matter with the faculty member in personal conference. The matter may be terminated by mutual consent at this point; but, if an adjustment does not result, a standing committee of three tenured faculty members selected by the faculty in secret ballot and charged with the responsibility of rendering confidential advice in such situations will informally inquire into the situation, to effect an adjustment if possible; and, if none is effected, to determine whether in its view formal proceedings should be begun; or if the President, even after considering a recommendation of the committee favorable to the faculty member, expresses his conviction that a proceeding should be undertaken, action should be commenced under procedures which follow. Except where there is disagreement, a statement with reasonable particularity of the grounds proposed for the dismissal should then be jointly formulated by the President and the faculty committee; if there is disagreement, the President or his representative should formulate the statement.

b. Commencement of Formal Proceedings

The formal proceedings will begin by a communication addressed to the faculty member by the President of the College, informing the faculty member of the statement formulated and that, if he/she so requests, a hearing to determine whether the faculty member should be removed from his position on the grounds stated will be conducted by a faculty hearing committee at a specified time and place. In setting the date of the hearing, sufficient time should be allowed the faculty member to prepare a defense. The faculty





## POLICY MANUAL

Broward Community College

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member will be informed in detail or by reference to published regulations of the procedural rights that will be accorded to him/her. The faculty member should state in reply whether he/she wishes a hearing and, if so, should answer in writing, not less than one week before the date set for the hearing, the statements in the President's letter.

c. Suspension During Proceedings

Suspension of the faculty member during the proceedings involving his/her case is justified if immediate harm to him/her or others is threatened by the continuance, or as otherwise provided by Florida law. Legal considerations indicate there shall be no pay during the period of suspension.

d. Hearing Committee

The committee of faculty to conduct the hearing and recommend dismissal or retention shall be drawn from a panel of ten faculty members elected each year by the faculty from the tenured faculty in a manner determined by the faculty and approved by the President. Members of this panel should be chosen for their objectivity and competence and by the regard in which they are held in the academic community. The functioning hearing committee shall be selected from and by those panel members not disqualifying themselves on a basis of prejudice in respect to the particular case and surviving challenges, one for cause and one preemptively by the faculty member or counsel or the President or his representative, and shall in any case consist of five, the panel as a group shall select additional temporary members from the tenured faculty who are subject to challenges as specified above. The hearing committee shall elect its own chairman.

e. Committee Proceedings

The committee will proceed by considering the statement of grounds for dismissal already formulated and the faculty member's response written before the time of hearing. If the faculty member has not requested a hearing, the committee will consider the case on the basis of the obtainable information and decide whether the faculty member should be removed; otherwise, the hearing should go forward. The committee, in consultation with the President and the faculty member, will exercise its judgment as to whether the hearing is to be public or private. If any facts are in dispute, the testimony of witnesses and other relevant evidence will be re-





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ceived. The President has the option of attendance during the hearing. He may designate an appropriate representative to assist in developing the case; but the committee will determine the order of proof, will normally conduct the questioning of witnesses, and if necessary will secure the presentation of evidence important to the case.

The faculty member will have the option of assistance by counsel, whose functions will be similar to those of the representative chosen by the President. The faculty member or counsel and the President or the faculty member's representative have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member will have the opportunity to be confronted by all adverse witnesses. Where unusual and urgent reasons move the hearing committee to withhold this right, or where the witness cannot appear, the identity of the witness, as well as his statements, will be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it. All of the evidence will be duly recorded. Unless special circumstances warrant, it should not be necessary to follow formal rules of court procedure.

f. Consideration of Hearing Committee

The committee will reach its decision in conference, on the basis of the hearing. Before doing so, it will give opportunity to the faculty member or counsel and the President or his representative to argue orally before it. If written briefs would be helpful, the committee may request them. The committee may proceed to decision promptly, without having the record of the hearing transcribed, where it feels that a just decision can be reached by this means, or it may await the availability of a transcript of the hearing if its decision would be aided thereby. It will make explicit findings with respect to each of the grounds of removal presented, and a reasoned opinion may be desirable. Publicity concerning the committee's decision may be properly withheld until consideration has been given to the case by the District Board of Trustees. The President and the faculty member will be notified of the decision in writing and will be given a copy of the record of the hearing. Any release to the public will go through the President's office.

g. Consideration by the District Board of Trustees

The President will transmit to the District Board of Trustees the



POLICY MANUAL  
Broward Community College

Title: Contractual Matters (Faculty Appointment and Tenure)	Number 6Hx2-4.14
Legal Authority: SBE 6A-14.247 SBE 6A-14.411 SBE 6A-14.41 FS 230.760 SBE 6A-14.414 FS 230.763	Page 7 of 7

full report of the Hearing Committee, stating its recommendation to dismiss or not to dismiss. On the assumption that the governing board has accepted the principle of the faculty Hearing Committee, acceptance of the Committee's decision would normally be expected. If the District Board of Trustees chooses to review the case, its review will be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The recommendation of the Hearing Committee will either be sustained or the proceedings will be returned to the Committee with objections specified. In such case the Committee will reconsider, taking account of the stated objections and receiving new evidence if necessary. It will frame its recommendation and communicate it in the same manner as before. Only after study of the Committee's recommendation will the District Board of Trustees make a final decision contrary to the recommendation of the Committee.

h. Publicity

Except in the case of a public hearing, any public statements about the case will be avoided so far as possible until all proceedings have been completed. Any statements during proceedings, other than simple announcements as may be required covering the time of hearing and such matters, are to be released only through the President's office with the concurrence of the Hearing Committee.



## APPENDIX VI

### Guidelines For Administration Of Instructor's Evaluation Form

The purpose of this evaluation is to try to distinguish between performance that is satisfactory and performance that needs improvement. Both the instructor and the evaluator must assume responsibility in judging the effectiveness of the instructor and in the continuing effort to improve instruction.

The current instrument should be used in the following manner:

- a. Each department head should evaluate each member of his department.
- b. The department head should then discuss with the instructor those areas in which the instructor needs improvement, suggesting how the instructor might improve.
- c. A carbon copy of the completed form should be given to the individual being evaluated after he has reviewed the form and signed it.
- d. In the event a person reviewing the completed form desires to append any remarks or reactions, such remarks or reactions should be attached to the original. Nothing is to be written on the original evaluation form once it has been signed by the instructor being evaluated.
- e. To maintain confidentiality, all completed evaluation forms should be hand delivered directly to the division chairman and the academic dean for their review and signatures. A copy of any comments affixed to the evaluation by either of these reviewers should be sent to the instructor.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT HEAD \_\_\_\_\_

DIVISION CHAIRMAN \_\_\_\_\_

ACADEMIC DEAN \_\_\_\_\_

CRITERIA	SATISFACTORY	NEEDS IMPROVEMENT
<p>1. Professional Knowledge. Consider his knowledge of his subject field; his potential for continuous growth; his competency in the use of basic skills. Comments: _____ _____</p>		
<p>2. Planning for Instruction. Consider the evidence of consistent, thorough, and creative planning; his ability to execute plans; his plan for testing and the use of test results as a part of the learning experience; his ability to prepare test items which measure students' understanding of stated course objectives. Comments: _____ _____</p>		
<p>3. Effectiveness of Communication of Subject Matter. Consider his ability to present ideas and concepts in a logical manner; his ability to present ideas and concepts in more than one way. Comments: _____ _____</p>		
<p>4. Resourcefulness in Varying Teaching Methods. Consider his efforts to begin class promptly and to use class time wisely; his ability to use a wide variety of teaching methods and his skill in relating them to previous learning; his manner in responding to questions; his ability to make students think for themselves. Comments: _____ _____ _____</p>		



CRITERIA	SATISFACTORY	NEEDS IMPROVEMENT
<p>5. Use of facilities for Teaching - Printed and Audio-Visual Materials. Consider his ability to discriminate in the selection of instructional materials that are relevant to the course; his ability to use materials to enrich his teaching and to stimulate thought. Comments: _____</p> <p>_____</p>		
<p>6. Professional Growth. Consider his interest in activities (self-study, college courses, workshops) for growth in his discipline; his alertness to new developments in his teaching field; his membership and active participation in organizations which enhance his discipline and the teaching profession. Comments: _____</p> <p>_____</p>		
<p>7. Individual Attention to Student Problems. Consider his interest in and concern for students; his willingness to work with students who have problems or concerns. Comments: _____</p> <p>_____</p>		
<p>8. Responsibility. Consider his participation in College and department committees; his willingness to assume leadership; his schedule of office hours and his adherence to that schedule; his prompt, efficient, and accurate reporting of grades and other requests for information; his punctuality for class and for committee and faculty meetings. Comments: _____</p> <p>_____</p>		

REMARKS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reviewed by \_\_\_\_\_ Date: \_\_\_\_\_  
Division Chairman

Reviewed by \_\_\_\_\_ Date: \_\_\_\_\_  
Dean of Academic Affairs

Reviewed by \_\_\_\_\_ Date: \_\_\_\_\_  
Executive Dean

Reviewed by \_\_\_\_\_ Date: \_\_\_\_\_  
Vice President for Academic Affairs

Reviewed by \_\_\_\_\_ Date: \_\_\_\_\_  
President

## APPENDIX VII

### M E M O R A N D U M

TO: All Faculty

FROM: South Campus Division Directors and Department Chairmen

SUBJECT: COURSE AND INSTRUCTOR EVALUATION

It is that time of the term when we give students an opportunity to evaluate their courses and instructors. The evaluation and instruction forms will be available at the mailbox area. If you decide that the evaluation form we have made available does not suit your needs, feel free to construct your own. PLEASE TAKE ONLY AS MANY AS YOU NEED AND RETURN EXTRAS. Envelopes for the evaluations will also be available in the mail area. These evaluations are designed for the improvement of instruction and programs; thus they will be seen by no one except the instructor. We do hope that you will want to share them with your supervisor, though this is not required. Please have these done by the end of November at the latest.

Read the instruction sheet carefully. Instruct the student administering the evaluation as to where they should be taken (our mailboxes might be the best place). After you have submitted final grades, contact your supervisor for the evaluations.

bf

# LEARNING EXPERIENCE ASSESSMENT

Term \_\_\_\_\_ Instructor's Name \_\_\_\_\_

Course \_\_\_\_\_

Please utilize this rating scale for questions 1 - 3 and feel free to add comments:

	10	9	8	7	6	5	4	3	2	1
Outstanding					Average					Poor

1. Did your instructor provide you with written information early in the term that clearly defined:

Rating

Grading procedure \_\_\_\_\_

Attendance policy \_\_\_\_\_

Objectives of the course \_\_\_\_\_

General Schedule of events for the course \_\_\_\_\_

2. Regarding your instructor's attitude, did he/she:

Seem genuinely interested in you as a person? \_\_\_\_\_

Know your name? \_\_\_\_\_

Encourage people to ask questions? \_\_\_\_\_

Seem to enjoy teaching? \_\_\_\_\_

Encourage you to seek assistance outside the classroom? \_\_\_\_\_

3. Do you feel your instructor is well prepared for class? \_\_\_\_\_

...an effective teacher? \_\_\_\_\_

...sensitive to your needs as a student? \_\_\_\_\_

...effective in his/her use of various approaches to teaching/learning? \_\_\_\_\_

...reasonable and fair in his/her assignments and grading? \_\_\_\_\_

...successful in meeting his/her objectives? \_\_\_\_\_

4. How does your instructor compare with other instructors you've had and why?

Superior \_\_\_\_\_

Below average \_\_\_\_\_

Above average \_\_\_\_\_

Very poor \_\_\_\_\_

Average \_\_\_\_\_

(2)

5. What would you consider your instructor's strengths?
6. What would you say are some of his/her weaknesses?
7. Do you know your instructor's name? \_\_\_\_\_
- Do you give this class your best effort? \_\_\_\_\_
- Do you do homework and assignments? \_\_\_\_\_
- Do you prepare for each class? \_\_\_\_\_
- Do you seek help from the instructor outside of class? \_\_\_\_\_
- Do you feel your grades are what you've earned? \_\_\_\_\_
8. Was this a required course for your major and program? \_\_\_\_\_  
yes no
9. What is the grade you're currently earning in this course? \_\_\_\_\_
10. What is your current grade point average?
11. What would you do to make this a more enjoyable and worthwhile course?
12. What is your opinion of the difficulty level of this course?
13. Please evaluate the course in terms of usefulness to you. (if applicable)
- Text \_\_\_\_\_
- Supplementary Reading \_\_\_\_\_
- Workbooks \_\_\_\_\_
- Course Content \_\_\_\_\_









## STANDARD SIX

### PART ONE: LIBRARY

#### I. Relation Between Standard and Institutional Purpose

The mission of the Broward Community College library is to provide the printed and related micro-material resources, reference and research services, and supportive library facilities essential to students, faculty, and staff members involved in the study, teaching, and administration of those disciplines in which instruction is given at the individual campuses of Broward Community College.

Further, each campus library is also to provide appropriate research and reference services to the community-at-large, upon demand.

This statement of mission is appropriate for the purposes, educational programs, and objectives of this institution and is periodically reviewed by the professional library staff and the Standing Committee for Library and Learning Resources.

The library fulfills its responsibilities to the College's five stated purposes in the manner herein described:

##### 1. Purpose One (College parallel work)

Acquires library materials receiving recommended reviews in journals specifically designed to assess material for college libraries; directs library orientation which enables students to locate efficiently material for papers, speeches, reports, and similar assignments.

##### 2. Purpose Two (Technical education)

Selects materials dealing with technical subjects when reviews indicate their appropriateness for the curriculum.

##### 3. Purpose Three (Cultural and personal efficiency)

Acquires materials in the humanities with appropriate emphasis on contemporary literature in translation from (primarily) European languages, but with representative works from Oriental languages as well (Central Campus has placed an added emphasis on acquiring dictionaries in all foreign languages)

available); purchases occupational literature and résumé preparation materials.

4. Purpose Four (Educational/cultural center for South Florida)

Makes the resources of all campus libraries available to the public for use in the reading room; administers inter-library loans, including middle school, high school, and public libraries; does considerable reference work for the general public by telephone.

5. Purpose Five (Special services)

Acquires recommended titles from the High School Catalog, in recognition of the implications of an "open door" admissions policy, and uses this bibliography's subject approach in assisting students who find the card catalog, with its Library of Congress subject headings, difficult to use.

## II. Presentation and Analysis of Data

### A. Organization and Staff

#### Collegewide

Library services of Broward Community College are provided on each of the three campuses. The Organizational Chart appears as Appendix I. The training and experience of librarians appear as Appendix II. The duties and experience of classified staff appear as Appendix III.

The Director of Library Services, whose office is in the Central Campus Library, oversees all library personnel on all three campuses. He, in turn, is directly responsible to the Vice-President for Academic Affairs. The Director of Library Services also serves as Central Campus Librarian. In addition, each of the other two campuses has a Head Librarian who is responsible to his Academic Dean.

This plan for the multi-campus organization of libraries seems to be a favorable plan because:

1. It provides for central technical processing which is both efficient and economical.
2. It enables the Director of Library Services to maintain contact with students, faculty, and staff -- which is important when directing an operation which provides services to these people.
3. It is an economical arrangement in that it does not call for a duplication of personnel, since the Director of Library Services also serves as Head Librarian of Central Campus.



4. It separates the audio-visual operation from the library which is a desirable arrangement.
5. It provides for the position of Campus Librarian for each campus.
6. The Secretary to the Director of Libraries also serves as Central Campus Library secretary, which is also an economical and desirable arrangement.

The process of selection and retention of library personnel is based on collegewide policies and procedures for both professional and clerical staff. Each staff member is competent and meets the required qualifications for his/her position. Job descriptions for classified personnel are on file at the College Personnel Office.

## Technical Services

### 1. Technical Processing

Technical Processing serves the three campus libraries. There are two separate but closely linked departments -- Acquisitions and Cataloging. The Acquisitions Department oversees the purchasing of materials for all three libraries, while the cataloging of all books is done in the Catalog Department. Cards are distributed to the three campuses for filing in their respective catalogs. The lettering of books is also done by each campus. There are three professional librarians in Technical Processing. In addition, there are two administrative assistants and six clerks. All are extremely qualified and experienced personnel. (See Appendices II and III.)

### 2. Acquisitions Department

The Acquisitions Department is a division of the library's collegewide centralized technical processing operation (14130-00-91); a professional librarian is in charge of a staff of six clerks. One of these six positions is presently vacant and under study to determine whether it should be eliminated. The department is responsible for the ordering of books, periodicals, documents, and microforms requested by faculty and librarians. It also processes gift books, although the library has rather selective criteria for determining which gift titles to retain.

The greatest portion of books is ordered by the library staff of each campus public services area. These reference librarians check Choice, Library Journal, Book List, Wilson Library Journal, and the AAAS's Science Books and Films, the New York Times, and other reviewing sources. In addition, any faculty member may request that a book be purchased.

Also, when student assignments indicate a weakness in the collection, reference librarians check appropriate bibliographies to recommend titles for purchase in order to strengthen weak areas.

A typical order request is handled in the following manner. Public services of each library send their selections to the Acquisitions Department. Then a clerk transcribes these to a master copy. Next, using the SOLINET CRT access to the OCLC data bank, a clerk checks to determine correct bibliographic entry of each citation. Additional cataloging information may be retrieved at this time also. The public catalog is then checked to eliminate, whenever possible, unwanted duplicates. Using a multiple order form, a clerk types the information required to enable the vendor to ship the correct title. Using practical experience gained from the day-to-day operation of the department, orders are collected and sent to appropriate vendors, thus encumbering money outside the usual channels of the College's purchasing office. Upon receipt of a shipment from a vendor, a clerk checks the shipment against order and packing slip, noting any discrepancies. Books are then separated by campus, properly marked, and presented to the Director who indicates whether books are to go into reference, recreational reading, or general collections. After these decisions are made, the cataloging process begins.

Also, acquisitions personnel place orders for periodicals, check their billing, and consult with the public services staff of each campus to file "claims" for unreceived issues. Periodicals for North Campus and South Campus are mailed by publishers directly to those campuses. A clerk in the department checks receipt of issues for Central Campus.

Members of the department make an exhaustive reconciliation of each monthly budget printout in the 600 and 700 GLC accounts for the 14130-00-91 areas of responsibility. Funds for library materials are placed in the collegewide (14130-00-91) account, and the Director allocates these funds, in turn, to the individual campus libraries. Precise and efficient record keeping, together with good communication channels, insure that the accountability for property and funds is maintained.

### 3. Catalog Department

The Catalog Department functions efficiently and effectively. Books are cataloged according to the Dewey Decimal Classification System. In May 1975, BCC joined the Ohio College Library Center (OCLC), and cards are now ordered by terminal from OCLC.

All cataloging for the three campuses is done in the catalog department on Central Campus. Upon arrival from OCLC, cards are distributed to the three campuses for filing in their

respective catalogs. Books are sent to the three campuses for lettering.

The department staff, including two professional librarians, one administrative assistant, one library clerk III (grade 8), and one library clerk (grade 6), is adequate. The catalog department is staffed ordinarily ten to thirteen hours a day. The terminal is in use by cataloging or acquisition ten to thirteen hours a day.

In relation to facilities, the existing quarters are limited. The supplies, however, are adequate; the IBM Selectric typewriters and furniture are functional. The shelf list will need to be expanded in two or three years.

## Central Campus

### 1. Resources

The resources, services, facilities, and professional staff on Central Campus are adequate to support the educational programs. Support staff, however, is limited for evening and weekend hours. The situation could be alleviated by an additional night/weekend circulation clerk. Presently the library relies on student aid to maintain materials on the shelves.

The resources in the Central Campus Library include:

- 110,863 Volumes
- 486 Periodical Subscriptions
- 8,367 Microfilm Reels
- 204 Microfiche
- 6 Newspaper Subscriptions

The Union Catalog (collegewide cross reference) is maintained by Central Campus.

### 2. Services

The book collection is organized by the Dewey Decimal Classification System in open stacks. The Reference Collection and Recreational Reading Collection are separated from the General Circulation Collection. The Recreational Reading Collection is located in a browsing section. Appropriate new titles are added weekly, and older selections are retired periodically to the stacks. Access is easy and convenient. The Periodical Collection is in closed stacks, but issues can be obtained by presenting a call slip.

Library hours are adequate at this time. For Terms I and II the hours are:



Monday-Thursday  
Friday  
Sunday

7:00 a.m. - 9:45 p.m.  
7:00 a.m. - 5:00 p.m.  
2:00 p.m. - 6:00 p.m.

Term III hours are:

Monday-Thursday  
Friday

7:00 a.m. - 9:30 p.m.  
7:00 a.m. - 4:00 p.m.

### 3. Facilities

The student enrollment was 16,327 as of Term I, 1981. The library can seat a maximum of 440 students; however, no more than 250 students have occupied the library at any one time. The seats include thirteen study carrels, twenty round tables, and fifty rectangular tables. A conference room and a classroom are available for group study and instructions. Silence is observed in the Main Reading Room. There are two coin-operated Xerox machines, two microfilm reader/printers, and two microfiche readers. Two additional microfilm readers are on order. Furthermore, a Gaylor-Magnavox book security system guards against theft of books.

### 4. Staff

The present public service staff includes five professional librarians (including the Director), five full-time clerks, and one part-time clerk. In addition, the Director's secretary has duties which pertain only to Central Campus.

## North Campus

### 1. Resources

The North Campus Library's resource collection is sufficiently broad based to be generally supportive of all North Campus academic programs. There are, however, some subject areas where the collection is incapable of providing depth and density of resources.

At present, the resources of the North Campus Library include:

47,881 Volumes  
330 Periodical Subscriptions  
4,127 Microfilm Reels  
5 Newspaper Subscriptions

### 2. Services

The fundamental concept of the College library system is unrestricted access to students, faculty, and staff of all library resources and services available within the system, regardless

of physical campus location. Within the context of this concept, the North Campus Library makes every effort to provide the traditional services characteristic of libraries in general.

The book collection is organized by the Dewey Decimal Classification System in open stacks. The Reference Collection, Recreational Reading Collection, Oversized Books, and Faculty Reserve Reading Collection are separated from the Circulating Collection. The Recreational Reading Collection is located in a browsing section. Appropriate new titles are added weekly, and older selections are retired periodically to the general collection. Access to the library's book collection is easy and convenient. The Periodical Collection is housed in stacks which are closed to the public. However, a library employee is always on duty at the Periodicals Desk, and issues can be obtained by presenting a request slip.

The North Campus Library hours for Terms I, II, and III are:

Monday-Thursday	7:30 a.m. - 9:00 p.m.
Friday	7:30 a.m. - 4:00 p.m.

The library is closed on weekends and holidays, and observes an 8:00 a.m. - 4:00 p.m. schedule on duty days when classes are not in session.

### 3. Facilities

The North Campus student enrollment for Term I, 1981, was 8,292. Using all available seating, including eight rectangular tables, seven round tables, thirteen casual chairs, and sixteen study carrels, the library can accommodate no more than ninety students for research or study at one time. This seating capacity represents a decline from the two hundred seats available to students in 1974, a direct result of the growth of the library's collection and public services activities. The library is equipped with six microfilm readers, one Minolta micro-form reader/printer, and one Xerox coin-operated copier. It is also equipped with a Gaylor-Magnavox book security system to guard against book theft. The library does not presently have the space or equipment to provide typing facilities for student use.

The North Campus Library has no space available for conference, classroom, or group study activities. Instructors bringing classes to the library must schedule their visits in advance. The library staff then reserves seating for the class during its visit. As a result, during peak periods of public use, which coincide with peak class scheduling, the North Campus Library can best be described as crowded, noisy, and lacking in the amenities conducive to research and learning.



In addition, because there are no windows for light and ventilation, the library must close during electrical power failures. These problems have been addressed by the North Campus Library Educational Specifications Committee in its 1979 report to the North Campus Dean of Academic Affairs. Implementation of that committee's recommendations is dependent upon the availability of space and college construction/capital outlay funds, and the findings of a more recent facility survey.

#### 4. Staff

The Public Services Staff of the North Campus Library consists of three full-time professional librarians (including the Campus Librarian), one temporary part-time (four hours per week) professional librarian employed to provide released time for the full-time professional librarian assigned to the Self-Study Steering Committee, two full-time library clerks, and one part-time (20 hours per week) library clerk.

The existing level of staffing is adequate to provide public services within the limits of the public access schedule. Vacations for library staff members on twelve-month contracts are made possible only by closing the library to the public for two weeks each August. North Campus Library staffing is not sufficient to expand the public access schedule to include longer evening or weekend hours.

### South Campus

#### 1. Resources

The resources are adequate at this time and support the faculty, students, and general community users. The resources include:

- 27,000 Volumes
- 285 Periodical Subscriptions
- 1,397 Microfilm Reels
- 5 Newspaper Subscriptions

#### 2. Services

The books of the South Campus Library are organized under the Dewey Decimal Classification System in open stacks. The collection is divided into two sections, Reference and Circulation. Access to the materials is easy and convenient. The Periodical Collection is well organized and is located next to the circulation desk. The area is restricted, but any periodical can be easily obtained with the assistance of library personnel. Services are adequate at this time.

The South Campus Library hours, including Term III, are:

Monday-Thursday  
Friday

7:30 a.m. - 9:00 p.m.  
7:30 a.m. - 4:00 p.m.

The library is not open on the weekends.

### 3. Facilities

As of Term I of 1981, the library facilities are adequate for the present enrollment of 4,770 students. The library can seat 154 library users and has nine study carrels. A conference room is also available for group study and class instruction. In addition, the library has two microfilm readers, one microfilm reader/printer, and one microfiche reader. A new regional library is under construction.

### 4. Staff

The present staff includes two professional librarians (one administrator and one public-services librarian), a secretary, and a clerk.

### B. Budget

In 1980, College expenditures on library and learning resources (combined) were above the 3rd quartile of the Commission on Colleges Report. Since 1977, the library portion of the total college budget has dropped 1 percent. A summary of the Library budget, by campus, for fiscal years 1977-1981 appears as Table 1.

Funds for library materials are placed in the collegewide account and are disbursed by the Director. Funding for books has been according to a formula granting approximately 40 percent to Central Campus and 30 percent to each of the other two campuses. For the last two years, the formula has been revised to disburse funds in accordance with the total percent of enrollment at each campus. This has been done in anticipation of the transfer of the library holdings at South Campus to the new Southern Regional Library, which is under construction. Periodical expenditures are based rather closely on the list of existing subscriptions. Funding for new titles is limited.

The budget for the library is adequate for existing levels of service. Any extension of current operating hours or services may require additional staffing and capital outlay expenditures. The allocation of funds to South Campus has been kept to a minimum because of the anticipation of a merger with the public library system. As part of this merger agreement, the public library system will provide sufficient funds to add four thousand volumes per academic year, for the next five years, to that collection.

Some of the figures supplied for this study come from library-maintained records; others from offices in other parts of the College. It should be stated, therefore, that the final authoritative figures are and should be those kept by the Comptroller's Office.

TABLE 1

## COLLEGE LIBRARY BUDGET

Fiscal Year/Campus		500 Acct. (Salaries)	600 Acct. (Supplies)	700 Acct. (Equipment/ Books)	Total Budget
1977-1978	North	\$ 74,253	\$ 7,835	\$ 51,724	\$133,812
	Central	\$ 461,994	\$ 14,225	\$ 97,822	\$574,041
	South	\$ 43,680	\$ 9,267	\$ 47,707	\$100,654
1978-1979	North	\$ 90,792	\$ 4,977	\$ 51,606	\$147,375
	Central	\$ 515,802	\$ 10,036	\$ 67,606	\$593,444
	South	\$ 60,080	\$ 3,450	\$ 58,606	\$122,136
1979-1980	North	\$ 97,729	\$ 6,296	\$ 34,707	\$138,732
	Central	\$ 537,737	\$ 10,033	\$ 42,475	\$590,245
	South	\$ 61,539	\$ 3,350	\$ 34,123	\$ 99,012
1980-1981	North	\$ 104,622	\$ 5,321	\$ 49,366	\$159,309
	Central	\$ 593,359	not available	\$ 83,718	\$677,077
	South	\$ 63,522	\$ 3,860	\$ 27,252	\$ 94,634

It is difficult to provide exact figures for many requests for financial information, in part due to the lack of a strict definition of terms. "Budget" is sometimes used to state funds allocated at the beginning of a fiscal year; it may also be used to indicate money actually expended for a previous year. Further, whether or not encumbered balances are carried over and considered in the "budget" affects the reporting process. In point of fact, the financial recording, at least in the opinion of the Library Director, generally works well, and discrepancies are more apparent in the reporting process than in actuality. Often breakdowns of funds are made in the library for its requirements, while a different breakdown may be made in the Comptroller's Office where report forms may require a different perspective from that of the library.

### C. Resources

#### Collegewide

##### 1. Acquisition and Selection

The Campus Librarian and the Reference Librarian select the library resources from favorable reviews appearing in professional periodicals in the field. They include Choice, Library Journal, Booklist, Wilson Library Bulletin, Science Books, Films, and the New York Times Book Review.

Library materials are acquired and catalogued by the Technical Services staff. The book collection is classified by the Dewey Decimal System. The College is part of the SOLINET network, and cards are ordered on a computer terminal. Consequently, cards arrive usually in about ten days. Faculty, students, and staff participate in the book selection process, and the library makes every effort to acquire all materials requested. The book collection and periodical holdings, which are broad in scope, meet the educational needs of the College general-education offerings.

##### 2. Evaluation and Maintenance of the Resource Collection

The collection is tested by using standard bibliographies appropriate for community college libraries. Special attention is paid to the changing curriculum, and holdings are evaluated for new courses added. Standard references are current and broad in coverage. The procedures used to maintain an up-to-date collection include a yearly inventory. Missing books are not reordered if deemed obsolete. Other materials, particularly in technical fields, are withdrawn when newer ones are obtained. Periodicals are discarded after ten years if the library holds microfilm of the issues.

Faculty members and students may request books at any time during the year. If funds for a particular year are exhausted, the request will be filled the following year. Periodicals are



purchased on request if indexed in an indexing service to which the library subscribes. These indexes include Readers' Guide to Periodical Literature, Education Index, and Cumulative Index to Nursing and Allied Health Literature.

The present book and periodical collection is adequate to support the campus course offerings. The periodical collection numbers 486 titles supplemented by microfilm and 364 titles going back to either 1950 or the initial date for magazines starting publication since that date. The result is a total of 8,367 reels. A subscription to the New York Times is also on microfilm including the following dates:

9/18/1851 to 12/31/1858  
1/1/1906 to present.

### Central Campus

Central Campus book collection numbers approximately 110,000 volumes, which represent roughly 62 percent of the total College holdings. This collection is broad in scope and supports the institution's course offerings. The College offers varied professional, vocational, and technical programs which include, on Central Campus, Allied Health, Engineering Technology, Criminal Justice, Hotel/Motel Administration, and Landscape Technology. The library subscribes to professional journals in these areas and provides current reference materials to support the curriculum.

In an effort to insure library support for each of the campus instructional disciplines, the professional librarians solicit faculty book requests and consult various subject bibliographies, journal reviews, and publishers' catalogs to identify potential acquisitions.

### North Campus

The North Campus Library book collection is housed in open stacks for easy patron access and browsing. The periodicals collection is housed in closed stacks and is accessible to patrons by means of request slips.

The collection numbers approximately 48,000 volumes, which represent roughly 29 percent of the total collegewide library holdings. The book collection, which is broad in scope, is not of sufficient depth to be wholly supportive of campus course offerings. However, this shortcoming is alleviated in part by the "one college/one library" philosophy of the BCC Library. In practice, all faculty, students, and staff have access to all BCC Library resources, regardless of the location of the library materials. They may visit any of the three campus libraries to borrow materials or, if that is impractical, request materials via inter-campus library loan.

The North Campus Library periodical collection numbers three hundred titles dating from 1970 or later, depending on the initial subscription dates. Due to a shortage of space to house periodicals, back issues (for years 1970-1975) of forty-three titles are in storage and unavailable for patron



use. The library's periodical collection is supplemented by microfilm for 288 titles going back either to 1960 or to the initial date for periodicals starting publication since that date. This collection totals 4,313 reels. The New York Times is also available on microfilm from January 1, 1965, to the present. The College offers varied professional, vocational, and technical programs including, on North Campus, Allied Health, Engineering Technology, Criminal Justice, and Secretarial Science. The North Campus Library subscribes to professional journals in these areas and provides current reference materials to support the curriculum.

### South Campus

In spite of efforts to involve faculty and students in the selection of library materials, the response has been minimal. Additional efforts are to be made by the library to get faculty to help build library resources particular to their fields of specialization. The library involves faculty in building library resources by circulating to them copies of publishers' catalogs and order cards to select books and periodicals in their own areas of expertise.

The library has printed media and microfilms. The periodical holdings include 285 titles and are adequate for most areas of study. The social sciences and nursing areas have the fewest number of titles. The library is conducting a study to determine how often each title is used. The results of this study will enable the librarian to make additional funds available by eliminating titles which are not used and to make selections based on need. Technical offerings include Allied Health and Engineering Technology, and professional journals are available for these areas. The book collection consists of 27,000 volumes and is sufficient to support the campus course offerings. The combined periodical and book collections support the general educational offerings and have been developed to meet the educational needs of the community.

### D. Services

#### Collegewide

The circulation system is a manual process requiring the completion of an individual circulation card for each checked-out volume. Although time-consuming for the patron, this is inexpensive and makes available the location of the books in circulation to the librarian without the use of a computer. Periodicals do not circulate and may be obtained for in-library use by completing a call slip.

The College does not currently use an Identification Card System for students or staff. The library staff believes that the implementation of such a system would aid in eliminating some loss of books. The increased use of the library by community patrons and high school students has caused a problem with misfiling as well as theft.

The library will attempt to borrow books for faculty use under conditions which conform to the Interlibrary Loan Code of the American Library Association. Faculty members must reimburse the College for any charges made by

the lending institution. In addition, the library provides a special form for instructors to use in arranging for books to be placed on reserve. The form is used to determine the length of loan time and the length of time the item is to be on reserve status. Books are automatically taken off reserve at the end of each term unless instructors specifically request otherwise.

The library maintains attendance records. It also keeps statistics on the circulation of books and periodicals. The statistics are compiled and reported each month. The Central Acquisitions Department keeps records and prepares monthly reports of acquisitions of library materials. The individual campus statistical reports are consolidated to reflect College statistics and are on file in the library.

Bibliographies are compiled for faculty members on request by the reference librarians. Standard bibliographies are purchased, and BCC holdings are marked when appropriate. Every effort is made to purchase materials included in the Essay and General Literature Index and standard references such as Short Story Index, Granger's Index to Poetry, and the Senior High School Catalog.

### Central Campus

The library occupies 24,000 square feet of space on the second floor of Building 17. A recent addition to the building has added much needed stack space for the book collection. Present remodeling is underway to improve services. All service points, i.e., magazines, circulation, and reference will be in one location. Quiet areas will be separated from talking areas. New carpeting has been installed, new library chairs purchased, and the card catalog has been expanded. The facilities and equipment are adequate at this time.

The library provides orientation for all English 1101 classes each term. Library handbooks which contain the fundamental material covered are sold in the bookstore. A librarian gives a two-hour demonstration/lecture on library resources and a follow-up written library laboratory exercise to each student. Over one hundred different assignment cards are available. Librarians correct the assignments and forward the papers to instructors. Librarians, as well as English instructors, are pleased with the results of this program.

### North Campus

The North Campus Library presently occupies 6,000 square feet of space on the first floor of Building 49. The library moved to its present location in 1973, having previously operated from an interim facility in Building 41. The library's present facility houses book stacks, periodical stacks, public service stations, and a public reading room. There is no space available in the library for lectures, conferences, classrooms, student typing, or group study facilities. There is no provision for physical separation of quiet areas from talking areas. In terms of noise, lighting, ventilation, seating, and special-user accommodations, the physical facilities of the North Campus Library are not adequate to meet patron needs.

relative to student enrollment.

The library provides orientation for English 1102 and English 1240 courses and monitors classes for informal library research. It also reminds borrowers via telephone and postcards when books are overdue. In addition, it furnishes a copy machine for the convenience of patrons. The library, furthermore, has surveyed faculty and students in an effort to improve services and has placed a suggestion box near the entrance. It periodically reviews and considers all suggestions.

The Library and Learning Resources Committee includes representatives from the various academic divisions of the College. The Committee functions in an advisory capacity to the Director of Libraries and the Director of Learning Resources in assuring that holdings and services are consistent with quality standards of library and learning resources support for instructional programs. The Committee meets regularly, and minutes of the meetings are available for review in the library.

The faculty is consulted in the assessment of library services on an informal basis. The reference librarians have worked closely with the English Department in evaluating the Library Orientation program and have incorporated suggestions from the English instructors into the program.

#### South Campus

The physical facilities for the South Campus Library are adequate and do support the faculty, students, and, to a small extent, the community. At present, the library can seat a total of 154 users. The reading areas can support one hundred library users, and the conference room, fifty-four. The conference room is a newly added facility to the library. The library can now give orientation lectures without disturbing users in the reading area. A reference librarian is always on duty. The library will expand the services to include weekends and will improve the circulation system when it merges with the public library system.

There is no library committee at this campus. The library has not made any user surveys. A survey will be prepared in the near future to get user input in helping to improve services. Faculty and staff are periodically consulted in the design and assessment of library services.

The following are some supportive services offered by the library: library orientations, preparation of subject bibliographies, inter-campus/inter-library loans, telephone reminders for overdue books which are followed by post cards, grade letter notices, faculty and student reserves, telephone reference information, copy machine and charge, typed listings of new books, college catalogs, conference room use for group or class discussions by faculty members and students, and general monitoring of classes for informal library research.

#### E. Institutional Relationships

The primary cooperative arrangement which supplements the library and learning



resources services of the College is the Southeast Florida Educational Consortium. There are two sub-units of this Consortium which speak specifically to the library/learning resources -- the Task Force on Libraries and the Learning Resources Task Force. The Consortium presently consists of Broward Community College, Miami-Dade Community College, Florida International University, Florida Atlantic University, and Nova University. The Task Force on Libraries has studied the possibility of cooperative responsibility for purchasing expensive journals. It has also developed an access agreement (see Appendix IV) which allows BCC students to borrow materials from other consortium institutions and, in turn, allows their students to borrow from BCC. FIU and M-DCC students have the same access as do BCC students. Lending to Nova University is limited to its freshmen and sophomore students (see Appendix V); lending to FAU students is extended only to those attending classes given at BCC's Central Campus.

### III. Projections

#### A. Central Campus

The library remodeling should be completed within a year. The plans call for service checkpoints to be located near the entrance to give more efficient service to patrons and to better utilize the staff. The card catalog will be expanded. An additional conference room for instructional purposes is also included in the plans.

The collection should continue to grow by 4,000 titles per year. A slide-tape presentation of the English 1101 Library Orientation is being prepared. Such a presentation will ensure consistency in the lecture and enable the two other campuses to use it for their library orientations.

#### B. North Campus

In 1979, the North Campus Library Educational Specifications Committee made recommendations concerning the future growth and development of North Campus Library facilities. The implementation of those recommendations would have been helpful in providing adequate facilities for the present. However, before funding for the implementation could be provided, a new facilities survey was conducted by the Department of Education. The tentative draft of this report calls for increased square footage to meet the North Campus Library needs for the next several years. State construction funds will have to be allocated to pay for this expansion.

#### C. South Campus

Within the next two years, the South Campus Library will join in a unique effort with the Broward County Library System. That is, all of the resources of the BCC South Campus Library will merge with the resources of the regional public library system of the county. A five-million-dollar library and learning-resource facility is currently under construction. As a direct result of this effort, the library will increase its holdings to

almost 100,000 volumes, and, in the next five years, the projections anticipate an additional increase to 250,000 volumes.

After the merger, a liaison librarian employed by the College will remain and supervise the services to students and faculty members. The liaison librarian will be directly involved with the faculty members and students in assisting them with their research needs. This librarian will also be responsible for the acquisition of new titles for books and periodicals that will support the curriculum and research needs of the campus. All additional staff for the library will be provided by the county library system, resulting in a savings to the College.

#### IV. Strengths

##### A. Central Campus

The resources of the library are adequate to support the educational programs offered by the College. The professional and non-professional staff are well trained and have many years of experience. They work effectively with the public and are very cooperative with the rest of the College community. The library addition at Central Campus has provided needed space to expand the book collection which has been broadened by the purchase of recommended books listed in the High School Catalog. The remodeling of the library has improved service to patrons by confining all public service check points to one area close to the main entrance. The main reading room can now be devoted to silent independent study, while a conference room is available for group study. A separate classroom has been created for instructors who wish to meet with their classes in the library.

The library is open seventy-three hours a week, and a professional librarian is always on duty. The reference librarians provide an excellent Library Orientation program to all English 1101 students. A ninety-minute lecture is followed by a fifteen-question laboratory exercise providing practice in four major reference tools. A slide-tape presentation of this orientation is being prepared at this time to ensure consistency in the instruction. A Library Handbook is available in the College Bookstore. Library orientation is given to special classes on an individual basis when requested.

##### B. North Campus

Up to the present time, the collection at the North Campus Library provides an adequate support for the educational programs offered by the College. The major strengths of the North Campus Library are a well-qualified professional and clerical staff and a faculty which is both supportive and cooperative.

##### C. South Campus

The strongest point of the South Campus Library is the book collection. It is a well-balanced collection which supports the changing curriculum and is



adequate for the present enrollment.

#### V. Weakness and Recommendation

North Campus student enrollment for Term I, 1981, was 8,292 headcount. In 1974, the library could accommodate two hundred students. This seating capacity has declined to the current ninety seats. This decline seriously hampers the ability of the North Campus Library to serve the needs of students and faculty.

##### Recommendation

The College should expand library facilities at North Campus so that more students can be accommodated at one time.

#### VI. Summary

All campuses believe that one of their main strengths is the caliber of their staff. The resources of the libraries are adequate to support the educational programs offered by the College at this time. Central Campus has recently been able to remodel the library and improve the services to its patrons. The main reading room is now devoted to silent independent study.

The physical facilities at the North Campus are inadequate, and this problem must be addressed as soon as construction funds become available.

The completion of the new South Campus/Regional Library will significantly increase the facility's space and the library's holdings, as well as provide for additional user services.

The most positive point of this report is that the faculty of the College appears to be pleased with the library service. On Item 107 of the Faculty Needs Assessment Survey, the library received one of the highest ratings, with a mean of 5.7 where 8 was the maximum rating.

## PART TWO: LEARNING RESOURCES

### I. Relation Between Standard and

#### Institutional Purpose

The primary aims of Learning Resources are to support quality instruction by providing the faculty of the College with modern audio-visual equipment and materials, to familiarize instructors with the operational aspect of A-V equipment, and to make available on a collegewide basis the many resources and services of Learning Resources as a supporting service agency to all departments and administrative units.

Specifically, Learning Resources fulfills its responsibilities to the College's five purposes by organizing the collegewide service phase of the program to perform the following functions:

1. Provides film-library and instruction-materials repository where all materials and equipment are inventoried, catalogued, and checked out to departments and/or instructors.
2. Furnishes a central clearing house for requesting and renting off-campus materials.
3. Provides local services for the production of pictures, slides, and various classroom teaching materials not commercially available.
4. Operates and maintains the College television distribution system and provides studio facilities and personnel for the local production of video and audio tapes.
5. Provides for the repair and maintenance of all college-owned audio-visual equipment.
6. Operates and maintains the Learning Laboratory on each campus.

### II. Presentation and Analysis of Data

#### A. Organization and Staff

##### Collegewide

#### 1. Resources

The collegewide services portion of Learning Resources is

reasonably well equipped for providing adequate support to the three campuses. The purchase of time-base correctors would improve CCTV production and editing capabilities.

A primary concern with respect to the collegewide services portion of Learning Resources is that HEW Title VI funds are no longer available for the purchase of closed-circuit television equipment. The majority of this type of equipment presently in use throughout the College has been purchased either through Title VI or through construction funds. As the need arises for replacing old equipment, the College will be faced with the problem of absorbing these costs.

## 2. Services

Most media production services are housed on Central Campus but are organized to provide services collegewide. Requests for such services are sent to Learning Resources, where the Director, or his designee, determines the priority for completion and makes the specific work assignment. All equipment repair, with the exception of television maintenance on North Campus, is done in much the same way. The ordering of films, videotapes, etc. is also centralized and is coordinated by the Director.

## 3. Facilities

The facilities available for carrying out the collegewide services phase of Learning Resources are good. All photography and media production services, closed circuit television production, film scheduling, and equipment repair services are housed in the Learning Resources Center at Central Campus. This facility is the result of an approximate \$846,000 project which was completed during the 1979-80 academic year. The project included a major addition to Building 17 which now houses the photo laboratory, media production, and CCTV production. The existing first floor of the building was drastically remodeled and now houses the Learning Laboratory and preview facilities for Central Campus, the staff offices, a conference room, and a repair shop.

Materials are well organized in two separate media collections. Each campus Learning Laboratory has its own collection of materials which does not leave its home campus.

Sixteen millimeter films and video tapes are in a collegewide collection and circulate back and forth between campuses. Adequate hours are provided to give access to the materials collection, although hours in the North and South Campus Learning Laboratories need to be extended as their services are expanded.

#### 4. Staff

Learning Resources personnel are selected and employed in accordance with established personnel procedures. Personnel are chosen on the basis of how suitably their credentials and experience relate to job descriptions for the media service position being applied for. All Learning Resources personnel are adequately qualified. All three Learning Laboratory Specialists hold Masters Degrees, and the Director of Learning Resources holds a Doctor of Education degree. All technical personnel are adequately qualified and either hold baccalaureate degrees or have completed recognized technical training programs. Supportive staff members are all qualified and either meet or surpass the minimum requirements for their respective positions. Copies of job descriptions are available from the Director or the Personnel Office.

The College has policies pertaining to such matters as promotion, salary, and tenure. Departmental positions are audited annually by the Personnel Office to determine whether or not non-instructional positions are appropriately classified. Annual salary increases are determined in accordance with administrative guidelines. Policies pertaining to promotion, salary, tenure, and other such matters are set forth in official College Policies, Procedures, and Guidelines. These are available in the Director's Office, the Library, or the Office of the Academic Dean on each campus. The collegewide staffing chart appears as Appendix VI.

The size of the collegewide Learning Resources staff is minimal. It consists of the Director, a secretary, two scheduling specialists, a chief TV engineer, two media specialists, a studio manager, and an AV repair technician. The collegewide engineer is responsible for maintaining and repairing two duplex microwave systems, two large OCTV distribution systems on North and Central campuses, the TV production studio and control room, and all portable television cameras and video recorder/players in use throughout the institution.

Two collegewide Media Specialists provide photographic services and produce classroom teaching materials. However, the work load is such that they do not have the time to assist faculty in actually planning and conceptualizing the media to be produced.

Although in-house television production is possible by having the television studio manager use students from television production classes as crew members, it is not always possible to obtain student assistants or volunteers at the necessary time of day.



## Central Campus

### 1. Resources

Resources are adequate on Central Campus. The Capital Outlay budget for that campus has been approximately \$15-20,000 per year over the past three years. This has been sufficient for providing additional and/or replacement equipment needed for supporting classroom instruction. The Operating Budget for the Learning Laboratory has been averaging approximately \$850.00 per year which is minimal for purchasing additional and/or replacement programs.

### 2. Services

The range of services provided to students and staff on Central Campus appears to be adequate at this time. This is partly due, however, to the fact that all collegewide personnel are housed on Central Campus. This makes it possible to provide backup personnel in the event of absenteeism and also makes it possible to provide a faster response to requests for service. The hours are 8:00 a.m. to 10:00 p.m. Monday through Thursday, and 8:00 a.m. to 4:30 p.m. on Friday during Terms I and II.

### 3. Facilities

Learning Resources facilities on Central Campus are for the most part ideal -- again a situation which can be attributed to the fact that the collegewide media and CCTV production operation and the equipment repair shop are located there. The only significant deficiency on Central Campus is the lack of adequate space to accommodate the planned expansion of the Learning Laboratory. Present plans call for incorporating the Writing Laboratory, IMTS, the Academic Computer Laboratory, Tutorial Services, and a Testing Center into the Learning Laboratory. Because the Writing Laboratory and the IMTS Program presently occupy two of the three rooms in Learning Resources, which were originally designated for small-group film and videotape viewings, it is often difficult to accommodate adequately Open College students, small groups of Allied Health students, or others who have a need for viewing films or video-tapes.

### 4. Staff

Central Campus Learning Resources staff consists of a Learning Laboratory Specialist II, a Learning Laboratory Clerk, a TV Programmer, and two TV Technicians.

## North Campus

### 1. Resources

Capital outlay funds for North Campus have been cut back for



several years. Although this is not yet a serious problem, it is unwise not to replace and/or purchase new audiovisual equipment on an ongoing annual basis.

## 2. Services

The services provided by North Campus Learning Resources are adequate at this time. Media production and equipment repair services are provided by the collegewide staff at Central Campus.

## 3. Facilities

North Campus needs additional space for supporting several Learning Resources functions. The area for equipment and repair is limited. The College needs to provide space for a small CCTV studio to support course offerings in television production and to provide simplified video recording facilities on the campus. The College also needs to provide additional Learning Laboratory space to accommodate small groups of students for tutoring sessions or for viewing videotapes and films. The hours of the Learning Laboratory are: 8:00 a.m. to 4:00 p.m., and 5:00 p.m. to 8:00 p.m. on Monday through Thursday, and 8:00 a.m. to 4:00 p.m. on Friday. AV/TV distribution hours are 7:30 a.m. to 9:30 p.m.

## 4. Staff

North Campus staff is adequate. It consists of a Learning Laboratory Specialist I, a Learning Laboratory Clerk, an AV Coordinator, and a TV Repairman.

## South Campus

### 1. Resources

At the present time, Learning Resources is adequately equipped for supporting the educational programs offered at South Campus. This campus, the newest one, has been growing at an accelerated rate. Learning Resources has been unable to purchase the necessary materials to support the growing curriculum, much less to update the existing collection's topics. South Campus is in the process of building a new Learning Resources Center which should solve the existing resource problems.

### 2. Services

CCTV programming and AV services to classrooms is lacking. South Campus is operating on three different sites with only one full-time person charged with the responsibility for providing these services, in addition to staffing the Learning Laboratory. When the Learning Resources Center is completed,

it will require additional personnel to staff the facility and to provide adequate services for supporting classroom instruction.

Materials are cross-catalogued according to subjects and filed in common media-form housing with a chronological accession number. This method provides for ease in re-search, storage, and accession. The Laboratory functions with adequate hours which are 8:00 a.m. to 8:00 p.m. on Monday through Thursday, and 8:00 a.m. to 4:00 p.m. on Friday, with additional Saturday morning hours twice monthly.

### 3. Facilities

Construction of the Learning Resources Center for South Campus has begun. This facility should be adequate for serving the campus for several years to come.

### 4. Staff

South Campus Learning Resources staff consists of a Learning Laboratory Specialist I and a Learning Laboratory Clerk.

#### B. Budget

Learning Resources expenditures for the past five years may be confirmed with the College's Accounting Office. Figures from department records are provided in Table 2.

Table 2  
Learning Resources Expenditures

<u>Fiscal Year</u>	<u>Operating Collegewide</u>	<u>Capital Outlay Collegewide</u>	<u>Capital Outlay Central</u>	<u>Capital Outlay North</u>	<u>Capital Outlay South</u>
1981	\$ 49,068	\$ 11,112	\$ 17,280	\$ 9,275	---
1980	43,212	9,747	20,303	9,275	---
1979	42,102	16,950	20,300	10,264	---
1978	40,674	16,000	20,230	9,310	---
1977	39,924	21,550	---	10,000	---

There are two primary areas of concern with respect to the sufficiency of funds provided to support Learning Resources operations and development. The first area of concern pertains to equipment. As stated in the section on Resources, the majority of the CCTV equipment in use throughout the institution was purchased either through HEW Title VI Grants or through

construction funds at the time Learning Resources facilities were constructed. Because Title VI monies are no longer available, the College will eventually have to provide funds to replace obsolete or unrepairable equipment. Furthermore, the College does not charge individuals or departments for breakage, destruction, or loss of materials or equipment due to mishandling, misuse, or abuse.

The second area of concern pertains to personnel. The Learning Resources staff believes that three full-time positions (discussed in the projections section of this chapter) are needed in conjunction with collegewide services. When the South Campus Learning Resources Center is completed, additional staff will have to be considered for that facility. A collegewide Staffing/Services needs-assessment has not been conducted at this time.

Additional allocations to provide media-services support for new course offerings, increased enrollment, and research are obtained through several sources. When new course proposals are submitted to the Academic Affairs Committee for approval, it determines the necessary support services required for implementing the particular courses and advises the appropriate areas so that required materials or equipment can be budgeted. Because the most significant enrollment increases have occurred as a result of new building or campus construction, construction funds have been used to purchase equipment. Funds for research can be obtained through the Staff and Program Development program.

Capital Outlay funds have been cut back for several years. The percentage increase of allocations requested each year does not keep up with inflation. A new video transmission unit is needed. Media programs for the Learning Center are also purchased from this budget, and the funds allocated are minimal to update the collection. Additional funding is available from individual academic department budgets for the purchase of media programs and materials; however, these purchases are not coordinated through Learning Resources.

### C. Resources

Learning Resources has established procedures for scheduling equipment and materials for classroom use and for requesting the production of classroom media. Appropriate forms have been used for a number of years, and changes are made in these forms as needed. The procedures for obtaining these services are outlined in the general section of the film catalog and in the departmental procedures manual.

In those instances in which educational films are not owned by the College and are needed to supplement classroom instruction, they are obtained on a rental basis from outside agencies. Appropriate procedures and forms exist for obtaining rental films. If the rental of a film exceeds \$45.00, a form justifying that expense must be completed by the instructor and signed by the appropriate campus Academic Dean. Copies of the forms used for scheduling and for requesting the production of materials are presented as Appendices VII and VIII.



The selection and acquisition of new materials is subject to faculty recommendations. Each year a portion of the collegewide budget is earmarked for 16mm film purchases. Faculty members submit memorandums to the Director of Learning Resources requesting the purchase of new films based on their needs and evaluations of the materials in question. Ordinarily the cost of purchasing the films requested exceeds the amount of money available. Consequently, the Director of Learning Resources, in conjunction with the Library/Learning Resources Committee, attempts to disburse equitably the funds to cover the requests received from the various academic areas.

The audio-visual materials collections for each campus are adequate. The annual budgets for the Learning Laboratories are only sufficient for purchasing a few replacement materials.

The media collection is, for the most part, adequate for supporting the general education offerings of the College. The need to update and enlarge the collection, however, is continuous. As enrollment increases, funding will have to be increased to enlarge the collection. Presently the Learning Laboratory is in need of acquiring materials mainly for the new curricular areas. The primary means of assuring that resources are relevant to the curriculum are through purchasing only materials which have been previewed by the instructors in the academic content areas and having those requests given priority by the appropriate Department Chairmen and Division Directors. Faculty members can become involved in building media resources primarily through the Staff and Program development program.

#### D. Services

##### Collegewide/Central

Physical facilities have already been discussed in a previous portion of this report. Hours for the Central Campus Learning Resources Center are 8:00 a.m. to 10:00 p.m. Monday through Thursday, and 8:00 a.m. to 4:30 p.m. on Friday. Equipment (audio-visual and CCTV) being used to support classroom instruction is generally available and in reasonably good working condition. The circulation system used for controlling equipment and materials functions satisfactorily, and there are sufficient reminders built into the system to assure the return of "pick-up" materials and equipment. Reference service and bibliographies are provided upon request by the Learning Laboratory Specialists. In the Learning Laboratories, statistics are kept on the hourly attendance as well as on the circulation of programs. The Equipment Specialist prepares a report at the end of each term which includes circulation statistics on the use of various pieces of classroom equipment, 16mm film showings, and CCTV programming.

A media services committee exists in the form of the Library/Learning Resources Committee. This committee is appointed on an annual basis, and its members are selected jointly by the Executive Vice-President and the President of the Faculty Senate. It is composed of faculty members representing the various academic divisions and campuses. In the past, this committee has not been particularly active, with meetings having been scheduled only

once or twice a year; however, it has been beneficial to the Director of Learning Resources to have the support and endorsement of the committee when allocating funds for the purchase of 16mm films and videotapes.

Faculty and staff are periodically consulted in the design and assessment of media services. Assessment is made via use of a survey instrument. (See Appendix IX.)

### North/South

Simple production facilities are available at North and South Campuses such as audio-tape duplication, transparency production, and dry-mounting of materials. Faculty desiring other services must request them through the Central Campus production departments (i.e., slide duplication, photo reproduction, and television studio production).

### E. Institutional Relationships

The primary cooperative arrangement which supplements the media resources and services of the College is the Learning Resources Task Force for the Southeast Florida Educational Consortium. The institutions comprising the consortium include Broward Community College, Miami-Dade Community College, Florida International University, Florida Atlantic University, and Nova University. Membership in the Learning Resources Task Force includes the chief college and campus media administrators from each of the participating institutions.

BCC's Director of Learning Resources served as the initial chairman for the group. Its major accomplishments to date include the following:

1. A jointly negotiated contract for the purchase of videotapes which resulted in a savings to each institution for Fiscal Year 1979-80.
2. The joint purchase of films with videotape duplication rights which resulted in a considerable savings to each institution on a per-film basis.
3. Scheduling of a series of technical workshops for operational personnel which have been held at the different institutions in the consortium. These have been informative and well received by personnel and have contributed toward establishing open, informal communication among the personnel involved so that they freely contact each other for technical information.
4. The development of a policy which provides for the inter-institutional lending of certain films.

A second cooperative arrangement which has enormously benefited media services over the past several years has been an informal agreement with the Broward County School Board's Instructional Television Center which has permitted the College to use the Center's antenna tower for its two microwave antennas. This agreement was initially negotiated between the County



Superintendent and the College Executive Vice-President with the understanding that the use of the tower would be available to the College until it might become necessary for the county to install additional antennas on its tower. At that time, the College will have to construct its own microwave antenna tower.

### III. Projections

To assure the growth of media services commensurate with the planned development of the institution, the College will have to make a commitment to two primary areas over the next five years. Additional personnel will be needed to provide adequate technical operations and media production services. The College also will need to increase the campus and collegewide budgets in both the operational and capital-outlay areas.

Collegewide projections call for an increase in the capability to provide in-house media production services. In order to coordinate the requests for production services from various academic areas, a Coordinator of Media Production Services will be needed. This person would be responsible for advising faculty about the most effective media to use for individualized productions and would then assign the related media-production tasks to the appropriate Learning Resources personnel, coordinating their efforts on the project until it is completed.

The television engineering staff will need to expand to maintain adequately the amount of CCTV equipment required to support the instructional needs of an institution as large as BCC. Most likely there will be a need for another video repair technician within the next five years.

Depending upon the growth of the Open College Program and the need for producing instructional videotapes, BCC may need one additional position for a person who will work in conjunction with the Studio Manager in production. It might be possible to meet this need with part-time personnel, depending upon the amount of TV production planned.

As a result of recent legislation in Florida, all students completing two years of community college education must be able to pass successfully a state-wide test measuring competencies in Speaking, Listening, Reading, Writing, and Mathematical skills. Based on the present achievement levels of the typical community college student in these skills areas, there will be a need for expanding the Basic Skills offerings, which will have an effect upon the campus Learning Laboratories. In order to support the expansion of these offerings, it may be necessary to expand physically all campus Learning Laboratories.

### IV. Strengths

Perhaps the greatest strength of Learning Resources is that the majority of its personnel possess qualifications which far exceed the minimum job requirements for their respective positions. All three Learning Laboratory

Specialists hold M.A. degrees. One of the two Media Specialists holds an M.A. degree and the other holds a B.A. with considerable work toward the M.A. The evening clerk in the Central Campus Learning Laboratory is presently nearing completion of the M.A. degree. In addition to these people, several other employees hold bachelor's degrees, although these credentials are not required for their positions.

Another strength is that the Learning Resources budget is developed and administered in a manner which virtually eliminates duplicate expenditures. All operating expenses in Learning Resources for the three campuses come out of one collegewide account with purchase requests from the three campuses always being coordinated and combined so as to obtain quantity discounts and to eliminate overstocking of any particular supply item.

The following are additional strengths. Because the Director of Learning Resources has collegewide responsibilities, he/she can maintain standard services and equipment on all three campuses. This situation keeps confusion, to the student or faculty member who goes from one campus to another, at a minimum. Furthermore, using the same kind of equipment on each campus makes it possible to maintain a parts inventory adequate for providing immediate in-house repair service on most pieces of classroom equipment.

Centralized production facilities which serve all three campuses make it possible to provide more comprehensive services to faculty at less expense than it would be to provide production service at the individual campus level.

Systems for scheduling rental films, for internally scheduling and distributing equipment and materials, and for maintaining control over departmental purchasing are all well developed, making it easy for office personnel to carry on an operation when the person primarily responsible for the function is ill or on vacation.

#### V. Weakness and Recommendation

The size of the Learning Resources staff is minimal to support the scope of the present Learning Resources program. The Learning Resources staff believes that there is a need for additional personnel in order to properly provide services to the College. However, there has not been a collegewide needs-assessment survey to determine appropriate levels of staffing/service.

##### Recommendation

The College should conduct a needs-assessment survey to determine the proper and necessary level of staffing/service. Recommendations resulting from this survey should be acted upon consistent with good financial management of available funding.

## VI. Weaknesses and Suggestions

All purchases of audio-visual materials and equipment are coordinated through the Director's office if they are paid for by Learning Resources. However, items which individual academic departments buy are not. This situation creates the possibility that duplicate materials and equipment may be purchased, that the best materials and equipment may not be purchased, and that materials and equipment may be purchased which are not really needed.

### Suggestion

The institution should adopt a policy requiring that all departmental requests for audio-visual materials and equipment, regardless of the funding source, be submitted through the Dean of Academic Affairs on each campus, to be coordinated by Learning Resources before purchase.

Much of the audio-visual materials and equipment purchased by the College was funded through construction monies or Title VI grants. As the availability of these funding sources has decreased, it will be necessary for the College to commit more operating budget monies for these purchases, if alternative funding sources cannot be identified.

### Suggestion

The College should seek new or additional sources of funding. Provision should be made within the College budget for purchasing replacement equipment and materials on a scheduled basis, without regard to funding source.

The College does not currently charge individuals or departments for breakage, destruction, or loss of materials and equipment due to mishandling, misuse, or abuse. This situation places an unnecessary burden on the Learning Resources budget and encourages careless behavior on the part of users.

### Suggestion

The College should define a policy outlining financial responsibility for damage or loss of equipment or materials by the using department. Transfer of departmental funds to Learning Resources for replacement of abused or lost items would insure greater care of equipment and materials and insure that the services of Learning Resources would not be curtailed by loss of these items.

## VII. Summary

Learning Resources provides a number of services in support of the educa-

tional programs at the College. It has a qualified and efficient staff, adequate equipment to service the majority of classroom needs, sound procedures and inventory control, and a cooperative working relationship with the faculty.

Two primary concerns have been expressed: (1) necessary personnel to provide adequate technical operations and media production services over the next five years and (2) appropriate increases in campus and collegewide budgets in both operational and capital outlay if alternative financing cannot be secured.

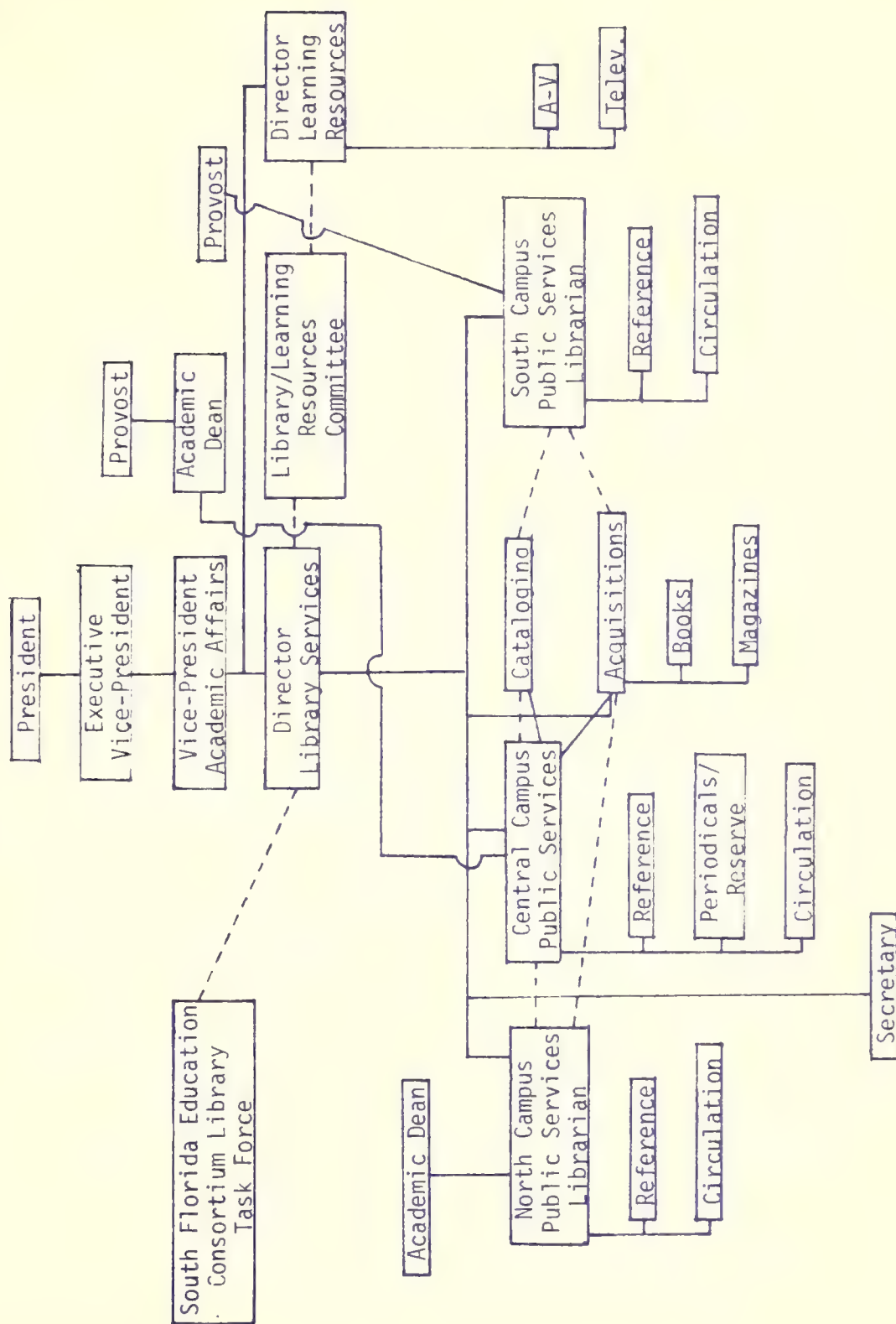






# APPENDIX I

## Library Organizational Chart





## APPENDIX II

### Training and Experience of Librarians

#### A. College-wide

<u>Training</u>	<u>Experience</u>
1. Head Cataloguer B.A., Stetson University B.S. in L.S., Emory University	36 years - Library
2. Cataloguer B.A., Eastern Kentucky University B.S. in L.S., George Peabody College	45 years - Library
3. Acquisitions Librarian A.B., Georgia State College for Women M.A., University of Georgia	18 years - Library 22 years - Related academic experience

#### B. Central Campus

The Director of the Library serves a double function as the head of the Central Campus Library and as supervisor Collegewide.

<u>Training</u>	<u>Experience</u>
1. Director B.S., University of Florida B.S. in L.S., Columbia University	29 years - Library
2. Public Service Head B.A., Stetson University M.L.S., Florida State University	10 years - Library
3. Reference Librarian B.A., University of Florida M.Ed., University of Florida	20 years - Library 9 years - Related academic experience
4. Reference Librarian B.A., William Smith College M.L.S., State University of New York	13 years - Library

Training

5. Reference Librarian  
B.A., Florida Memorial  
M.L.S., Florida State  
University

Experience

6 years - Library

C. North Campus

Training

1. Campus Librarian  
A.S., Broward Community College  
B.A., Florida Atlantic University  
M.L.S., Florida State University

Experience

13 years - Library

2. Reference Librarian  
A.B., University of Kentucky  
M.S., Catholic University

15 years - Library  
2 years - Related  
experience

3. Reference Librarian  
B.A., SUNY, College at New  
Paltz  
M.L.S., SUNY, Albany

13 years - Library

D. South Campus

Training

1. Campus Librarian  
B.S., University of Havana  
M.L.S., Kansas State  
Teachers College

Experience

16 years - Library

2. Public Services Librarian  
B.S., Florida Memorial  
College  
M.L.S., Florida State  
University

12 years - Library

## APPENDIX III

### Duties and Experience of Classified Staff

#### Collegewide/Central Campus

The support staff includes the campus secretary, two circulation clerks, two periodical clerks, one reserve room clerk, and one part-time reserve room clerk. The campus secretary has the responsibility of the payroll for the staff and student aids. She also serves as secretary to the Director of Libraries. She is a qualified typist and stenographer. She has had previous experience in payroll departments, has been a switchboard operator, and has done general office work.

The circulation clerks are responsible for all matters dealing with the circulation of books. Both have had experience dealing with the public. They are responsible for notifying delinquent patrons, collecting fines and preparing lists for the computer center which prevents delinquents from registering for classes or obtaining grade transcripts until the library obligation is satisfied. They are also responsible for the microfilm circulation and microfilm readers. The daytime magazine clerk pages and reshelves magazines. She also does some Periodical referencing and does the preliminary filing for the public card catalog. In addition, she letters the spines of the books for Central Campus. Although she has the experience to continue these duties, it is the recommendation of the librarians that all Technical processing tasks be returned to the Acquisitions and Cataloging departments. The night magazine clerk is an experienced secretary. In addition to paging periodicals, this clerk does a great deal of typing and duplicating for the staff. The daytime Reserve Room clerk has the responsibility of placing all materials on-and-off reserve. She also assists in technical processing by cutting and pasting book blurbs. She assists in paging magazines. All the clerks are expert typists and have a total of forty-six years with the Central Campus Library. The part-time night reserve clerk has worked here previously as a student aid and is well acquainted with library procedures.

Student assistants are used depending on availability of Federal funding, workshops, and institutional grants.

#### North Campus

The North Campus Library classified staff includes one circulation clerk-specialist, one periodicals clerk, and one part-time (evenings only, 20-hours per week) clerk.

The circulation clerk-specialist has the responsibility for all matters dealing with the circulation of books. These include supervising the lending and returning of library materials, notifying delinquent patrons, collecting fines, and preparing computer-entry obligations for all library obligations. In addition, the library clerk-specialist serves as secretary to the Campus Librarian. In this capacity, she has the responsibility for all general correspondence, preparation of staff and student assistant payroll, library purchase orders, library internal billings, and general office work.



The periodicals clerk has the responsibility for all matters dealing with the circulation of periodicals and related materials. These involve the responsibility for receiving new periodicals, maintaining accurate records of all periodical holdings, paging and reshelving magazines for patrons, assisting patrons with micro-materials, making photocopies of micro-materials for patrons, and assisting patrons with the use of periodical indexes. In addition, the library periodicals clerk performs preliminary filing for the card catalog.

The part-time clerk has the responsibility for evening staffing of the Periodicals Desk. This primarily involves responsibility for paging and reshelving magazines for patrons, assisting patrons with micro-materials, and assisting patrons with the use of periodical indexes. In addition, the part-time clerk is also trained in book circulation procedures and circulation desk practices in order to be of greater assistance to the professional librarian on duty each evening.

#### South Campus

The secretary has the responsibility of all circulation procedures and also serves as secretary to the Campus Librarian. In addition to meeting the specified requirements for the position, the secretary has had additional training as a telegraph operator, teacher assistant, and advisor to juveniles.

The clerk is responsible for the circulation desk and its card files, reserve materials, and the pre-filing of shelf list and public cards in the card catalog. In addition to meeting the specified requirements for the position, the clerk has had additional training in the areas of operating the 10-key adding machine, calculator, Burroughs L6000 mini-computer, PBX (all phases), has maintained perpetual inventories, has typed invoice billing, and has had general office work of all types.

## APPENDIX IV

### Southeast Florida Educational Consortium

#### AGREEMENT ON CONSORTIUM LIBRARIES ACCESS FOR STUDENTS, FACULTY, AND STAFF<sup>1</sup> OF CONSORTIUM MEMBER INSTITUTIONS

1. All main or general campus libraries of the Consortium will extend on-site use privileges to any student, faculty or professional staff member of a Consortium institution, including full access to regular collections, special collections normally closed to non-registered persons (except for holdings reserved for particular students for a specified time), journals, and other library services available to their own students, faculty and staff.
2. The undersigned institutions, and their campus libraries, agree to extend check-out privileges to any undergraduate or graduate student, faculty, or professional staff person of those institutions who present a Consortium Libraries Access and Service (CLAS) card.
3. The University of Miami agrees to charge \$\_\_\_\_\_ per semester or summer term to holders of the Consortium Libraries Access and Service card for the issuance of its own ID (or equivalent) card to allow for check-out.\*
4. Any other fiscal or other agreements between campus libraries regarding the provision of use and check-out privileges for students, faculty, and for professional staff will be mutually accepted by those parties before this agreement takes effect, and are subject to review and renegotiation 12 calendar months after the date of this Agreement.
5. The home campus library of a student, faculty, or professional staff member is finally responsible for replacing (or paying for) any materials damaged or not returned by a person using the Consortium Libraries Access and Service card.

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<sup>1</sup>Approved, as revised, by the Directors of Libraries on June 3, 1981, for recommendation to the Consortium Board of Directors.

\*Contingent on UM membership in the Consortium.

6. Any funds paid for damaged or unreturned library materials will be returned to the account of the lending campus library. The participating institutions will inform each other regarding the respective offices for handling invoices/payments, and will inform each other of their respective lists of authorized signatures for CLAS cards.

#### Issuance of the Consortium Libraries Access and Service Card

1. Any student, faculty, or professional staff member of the undersigned Consortium member institutions may request a Consortium Libraries Access and Service (CLAS) card at the library of his/her home campus (See Attachment I). The home campus library may refuse issuance of a card to a person for reasonable cause. A new card must be issued for each semester or summer term.
2. The home campus library will keep record of the cards issued (See Attachment I).
3. The home campus library will give and explain to each card holder a copy of the general regulations governing use and check-out privileges (See Attachment II).
4. The holder will present the card to the lending library. The lending library will issue its own ID card (or equivalent) needed for check-out. A fee of \$3.00 may be charged by the lending library for the issuance of the card valid for the semester or summer term in which it is issued.
5. The lending library has the right to confirm the validity of any Consortium Libraries Access and Service (CLAS) card and to refuse use or borrowing privileges with due cause.
6. The rules of the Consortium borrower are those set by the lending library.

#### Reporting Delinquent Borrowers

1. Should the lending library fail to recover unreturned materials, or to secure payment for damaged materials, or fail to receive overdue fines owed, after three attempts to collect same, the library will forward a Consortium Library Delinquency Report to the home campus of the borrower (See Attachment III).
2. The home campus library of the delinquent borrower will replace or pay for materials declared unrecoverable.

All terms of this Agreement are defined herein, and are subject to review and renegotiation as needed by the parties 12 calendar months after the date of this Agreement.

## Presidential Authorizations:

/S/ Date: 7/22/81  
Abraham S. Fischler, Nova University

/S/ Date: 7/28/81  
Gregory B. Wolfe, Florida International University

/S/ \_\_\_\_\_ Date: 7/29/81  
A. Hugh Adams, Broward Community College

/S/ \_\_\_\_\_ Date: 8/17/81  
Robert H. McCabe, Miami-Dade Community College

Date: \_\_\_\_\_

Date: \_\_\_\_\_





## APPENDIX V

### AGREEMENT BETWEEN NOVA UNIVERSITY AND BROWARD COMMUNITY COLLEGE

This agreement, under the direction of the Southeast Florida Educational Consortium, is to set forth the understanding mutually arrived at whereby all campus libraries of Nova University and Broward Community College will extend on-site use privileges to any freshman or sophomore student, including full circulation privileges of materials which are normally circulated, but excluding reference work and catalog-use instruction.

The home library will prepare a user application and the host (lending) institution will provide a valid one-term access card for student use. The host (lending) library may satisfy itself that proper identification is presented with the access card. The cooperating libraries will develop the procedures required to issue the access cards.

Both institutions agree that no user fee be charged during the first Broward Community College term that this agreement is in effect.

The home campus library of a student will be financially responsible for replacing (or paying for) any materials damaged or not returned by a person using the facilities of the host (lending) library. The host (lending) library will notify the home library thirty (30) calendar days after the due date has passed or at the end of the term. Fines and user obligations will be applied according to the rules of the host (lending) library.

Individual students who are determined by the host (lending) library to be disruptive, may have the benefits of this agreement rescinded by the Director of the host (lending) library without further notice. Such students must immediately surrender their access card.

After approval by both institutions, this agreement shall go into effect September 1, 1981, and continue for the duration of the fall term at Broward Community College. Within twenty working days after January 1, 1982, the terms of this agreement will be reconsidered.

This access agreement will not be in effect on Sunday.

9/3/81  
\_\_\_\_\_  
Date

\_\_\_\_\_  
for: Nova University

\_\_\_\_\_  
Date

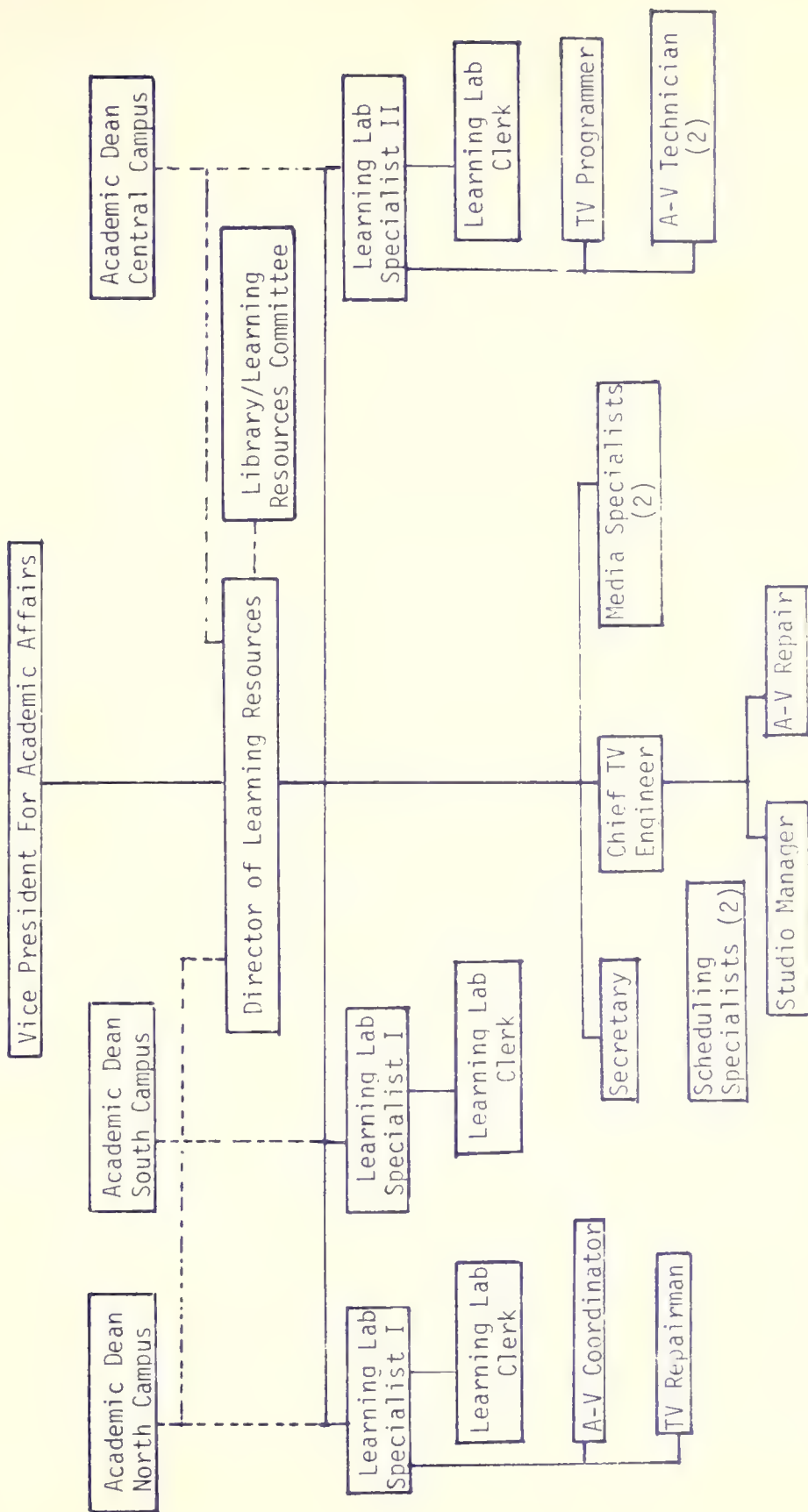
\_\_\_\_\_  
for: Broward Community College

Agenda Item #11, Enc. #1-B  
August 18, 1981



# APPENDIX VI

## Learning Resources Organizational Chart





Date of Request \_\_\_\_\_

By:





NO.

## MEDIA PRODUCTION CARD

DATE: _____ BY: _____	ASSIGN. TO: _____	AMT	U/P	TOT
REQUEST: _____	<input type="checkbox"/> COLOR SLIDE (MOUNTED)			
_____	<input type="checkbox"/> EKTACHROME (36 EXP.)			
_____	<input type="checkbox"/> EKTACHROME DUP. (36 EXP.)			
_____	<input type="checkbox"/> B/W NEG. (36 EXP.)			
SUBJECT: _____	<input type="checkbox"/> PROCESSING (36 EXP.)			
_____	<input type="checkbox"/> B/W PRINT SIZE:			
_____	<input type="checkbox"/> LITHO NEG. (LINE) SIZE:			
_____	<input type="checkbox"/> LITHO NEG. (HALFTONE) SIZE:			
_____	<input type="checkbox"/> P.M.T. (DIR. POS. PRINT) SIZE:			
NAME: _____	<input type="checkbox"/> THERMAL TRANSPARENCY/MASTER			
DIV/DEPT _____ EXT. _____	<input type="checkbox"/> DIAZO TRANSPARENCY			
ORGN. UNIT NO. _____	<input type="checkbox"/> LITHO TRANSPARENCY			
_____	<input type="checkbox"/> OVERHEAD TRANSPARENCY FRAME			
AUTHORIZATION SIGNATURE _____	<input type="checkbox"/> POSTER BOARD/MAT BOARD			
_____	<input type="checkbox"/> MOUNT TISSUE			
_____	<input type="checkbox"/> VIDEO TAPE TIME:			
_____	<input type="checkbox"/> AUDIO TAPE TIME:			
_____	<input type="checkbox"/> OTHER:			
_____	<input type="checkbox"/> NOTIFIED			
TOTAL COST				

COMPLETE IN TRIPLICATE LEFT SIDE  
 OF CARD: (PRINT OR TYPE)  
 FORWARD ORIGINAL & ONE COPY TO L.R.

DONE: \_\_\_\_\_



# APPENDIX IX

## Evaluation of Learning Resources Support Services

CAMPUS: \_\_\_\_\_ CENTRAL \_\_\_\_\_ NORTH \_\_\_\_\_ SOUTH

Please circle the number indicating your degree of satisfaction with the services listed below (1 - low, 5 - high).

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 1. Scheduling of rental films  | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Quality of rental films (if you have been dissatisfied with the quality of rental films, please indicate titles and source, if known, on reverse side of form.) | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Scheduling of CCTV programs   | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Quality of CCTV reception (if you are dissatisfied with reception, please indicate building and room number:  |   |   |   |   |   |    |
| <hr/>  |   |   |   |   |   |    |
| 5. Classroom film and equipment delivery   | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Hours that support services are available   | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Condition of classroom A-V equipment being provided   | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Equipment repair services   | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Learning Laboratory services  | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Learning Laboratory materials collection   | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Audio tape duplication service   | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Photography services   | 1 | 2 | 3 | 4 | 5 | NA |
| 13. Color slide production   | 1 | 2 | 3 | 4 | 5 | NA |
| 14. Overhead transparency production   | 1 | 2 | 3 | 4 | 5 | NA |
| 15. Video tape production  | 1 | 2 | 3 | 4 | 5 | NA |
| 16. General attitude of Learning Resources personnel   | 1 | 2 | 3 | 4 | 5 | NA |
| 17. Overall satisfaction with all Learning Resources services  | 1 | 2 | 3 | 4 | 5 | NA |

Please offer any comments or suggestions you might have relative to the quality of support services presently being provided, or additional services you would like to see offered, on reverse side of form.









## STANDARD SEVEN

### STUDENT DEVELOPMENT SERVICES

#### I. Relation Between Standard and Institutional Purpose

The Student Development program is planned to relate to the purposes of Broward Community College and to support the educational mission of the College. The specific purpose of the institution to which the Student Development programs relate is "to provide programs for students which will enrich their cultural lives and improve their personal efficiency." To this end, the Student Development personnel of the College offer a wide range of services to the BCC student. These services enhance the individual's life, both as a student and as a citizen of the community at large.

Student Development also contributes to the goal of the College "to serve as an educational and cultural center for Broward County and South Florida." Many opportunities are offered for the student to develop his/her cultural interests.

#### A. The Goals and Objectives of Student Development

The goals and objectives of Student Development at Broward Community College for 1982-1985 are as follows:

1. Expand and further develop the faculty-student development cooperative relationship in the area of increasing student retention.
2. Expand and increase the program of assessment, testing, and tutoring as it applies to student retention.
3. Expand the role of Student Development in curriculum and course development.
4. Expand peer counseling programs into a community-based counseling system.
5. Assess prospective as well as enrolled students in off-campus locations including area high schools.
6. Provide comprehensive career and job services on all campuses.
7. Implement automated Financial Aid award system including an award notice.

8. Implement automated packaging system for student awards.
9. Plan for development of Financial Aid Student Information System.
10. Offer credit course in leadership development by Student Development staff.
11. Diversify existing programs to meet the needs of students of all ages.
12. Expand present revenue-producing programs to increase soft money in existing budgets.
13. Use in-house printing to cut publication costs.
14. Terminate some funded student-activities programs to retain quality in existing areas if budgetary reconsiderations prove necessary.
15. Develop Blue Water Sailing Program as county facilities become available.
16. Use students in all capacities of Student Activities programming to increase awareness as well as leadership.
17. Revamp student organizations that are not funded by the Student Activities Budget, realigning their role in Student Activities to increase their membership and, especially, to promote more student participation.

B. Concern for the Optimum Development  
of the Individual Student

In order to promote the development of each student seeking assistance through any of the offices which provide student services, Student Development has instituted the "Student Development Data Form" which is used to obtain demographic data about the student and to record the nature of the service provided to the student. (See Appendix I for sample form.)

II. Presentation and Analysis of Data

A. Administrative Organization

The Vice-President for Student Development directs the Student Development program. He is assisted at the college level by the Director of Student Activities, the Director of Athletics, the Director of Special Services, and the Coordinators for Placement and Follow-up, Outreach, Handicapped Services, and CETA Training.

The Dean of Student Development at each campus is responsible for the day-to-day operation of the Student Development program at that campus.

## Qualifications of the Student Development Administrative Staff

The administrative personnel of Student Development are well-qualified for their responsibilities through education and experience. Their professional backgrounds are indicated below.

1. Vice-President for  
Student Development: B.S., Florida State University  
M.S., Florida State University  
Ph.D., Florida State University  
17 years of professional experience.
2. Director of Student Activities: B.S., Florida Southern College  
M.A., University of Alabama  
18 years of professional experience.
3. Director of Athletics: B.S., Sam Houston State Teachers  
College  
M.A., George Peabody College  
34 years of professional experience.
4. Placement and Follow-up  
Specialist: B.S., Bethune Cookman  
M.S., Florida State University  
8 years of professional experience.
5. Director of Special Services: B.S., Florida A&M University  
M.A., Florida A&M University  
Ed.D., Nova University  
15 years of professional experience.
6. Director of Financial Aid  
and Veterans Affairs: B.S., Farleigh Dickinson  
M.A., Montclair State College  
10 years of professional experience.
7. Coordinator for Handicapped  
Services and CETA Training: A.S., Broward Community College  
9 years of professional experience.
8. Dean of Student Development:  
(Central) B.A., University of Maryland  
M.S.W., Columbia University  
19 years of professional experience.
9. Dean of Student Development:  
(North) B.S., Jersey City College  
M.A., Jersey City College  
Ed.D., Nova University  
14 years of professional experience.
10. Dean of Student Development:  
(South) B.A., University of Florida  
M.B.A., Florida International  
University  
M.Ed., University of Florida  
Ed.S., University of Florida  
10 years of professional experience.

The organizational chart for Student Development is presented as Appendix II.



## Qualifications of the Student Development Staff

Résumés and evaluations for the fifty-five professional and para-professional members of the Student Development staff are filed in the appropriate administrative offices.

The professional and para-professional members of the Student Development staff are well qualified and well trained for the tasks which they perform.

Of these fifty-five staff members, four possess doctor's degrees, twenty-six possess master's degrees, ten possess bachelor's degrees, eleven possess associate degrees, and three hold high school diplomas. Virtually all of the Student Development staff members, with the exception of those presently holding a doctorate, have been awarded credit toward the next higher degree.

The staff members range in age from the early twenties to the late fifties and have from one year to twenty-five years of professional experience.

## Plans for Improving Staff Qualifications and Training

Student Development staff members are encouraged to seek additional training in their appropriate disciplines. They are also urged to participate in the activities of appropriate professional organizations.

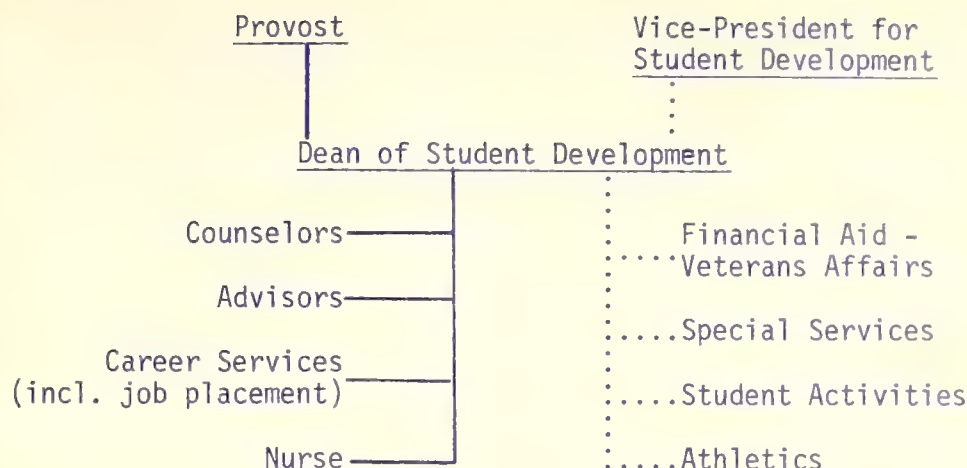
The expansion of the College into a multi-campus institution has presented unique problems for Student Development. In an effort to improve services and to achieve a unity of impetus and direction, the professional and para-professional members of the Student Development staff have joined in a series of retreats during the 1981-82 academic year. These retreats have proven to be a successful means of resolving problems and of establishing a closer relationship among staff members from the various campuses. Similar retreats are planned for the future.

### B. Counseling, Orientation, and Placement

The Dean of Student Development at each campus has the responsibility for the counseling, academic advisement, career services, and job placement services. The Dean also works closely with Financial Aid, Special Services, Student Activities, and Athletics personnel so that the programs function effectively.

Decisions are made on each campus following consultation with the staff members who will be affected by the decision. All important decisions are made in concert with the Dean of Student Development and are subject to the review and approval of the Vice-President for Student Development and the Provost of the campus.

The chart on the following page indicates the administrative organization on each campus. Dotted lines indicate coordinating relationships.



### Student Orientation

#### 1. Orientation as a Recruitment Function

Orientation has become an increasingly important activity of the recruitment services provided to prospective students. Counselors, advisors, and interested faculty members are involved in a regular program of high school visitation for the purposes of meeting and recruiting potential students.

In addition, high school seniors have the opportunity to participate in on-campus recruitment and orientation programs which are held once each term.

#### 2. Orientation for New Students

The Director of Student Activities and the Student Activities office staff plan and conduct orientation for new freshmen and transfer students. This orientation program is generally presented prior to the start of Term I of each academic year.

### Counseling and Advisement Efforts to Meet Educational, Vocational, Personal, and Social Needs

The Counseling/Advisement Centers on the three campuses provide opportunities for students to grow as "whole" persons, to explore their aptitudes and interests as they affect emotional and academic life, and to accept responsibilities as mature, healthy individuals. The specific functions of the counselors and advisors are:

1. Personal and career counseling.
2. Academic advising and counseling for continuing students.
3. Academic assessing and advising for all new, returning, and transfer students.

4. Providing information services regarding BCC, its academic programs, student development, and career services within the college setting and in the community.
5. Developing peer counseling programs and Career Planning Workshops.
6. Developing and reviewing annually the academic program sheets for all Broward Community College A.A., A.S., and certificate programs. (Central campus counselors work closely with the academic program managers - Department Chairmen - in producing the Program Sheets.)
7. Counseling, teaching, and facilitating academic courses, seminars, workshops for other areas of the College. (These are special functions of counselors only.)

#### Peer Helper Training Program

As part of counseling services on the South Campus, a two-semester program is offered to train students as peer helpers and to provide an opportunity for students to gain experience in the role of a helper. The program is intended for students seriously considering majors and careers in the social and health services. The first semester consists of a four-credit-hour psychology course entitled "Relations" which teaches individual counseling skills using video and an overview of counseling theory and issues relevant to student concerns. Enrollment is limited to twelve students. The instructor is a Master's-Degree-level Student Development Specialist.

A practicum/cooperative education three-credit-hour course follows the training. Peer helpers work on the campus assisting other students in the Career Center, Advisement Office, and Learning Laboratory.

#### Separation of Counseling and Disciplinary Functions

The Vice-President for Student Development, the Deans of Student Development, and the Faculty-Student Collegewide Disciplinary Committee are responsible for the discipline functions at Broward Community College.

#### In-Service Training for Counselors and Advisors

Academic advisors and counselors meet with the faculty of different college departments on a continuing basis. These meetings provide opportunities to learn about programs and program changes and to discuss mutual problems related to student success and failure. Counselors and advisors also meet with state university personnel for information sharing concerning upper-division majors, courses, and programs.

In addition, counselors and advisors participate with other Student Development personnel in team-building retreats.



## Coordination of the Counseling/Advisement Program

The Vice-President for Student Development and the Deans of Student Development on the individual campuses coordinate the Counseling/Advisement Program. The counselors, advisors, and student development specialists work with the Deans in establishing counseling/advisement schedules, programs, and priorities.

## Faculty and Student Assessment of the Counseling/Advisement Program

In responding to the Needs Assessment Survey conducted as part of the College Self-Study, both faculty and students rated the counseling and advisement services as slightly above average.

Although a recent program designed to track and to evaluate student interaction with counselors and advisors is proving to be useful, the College does not have an on-going evaluation of counseling and advisement services.

## Career Planning and Placement

Career Planning and Placement Services are available to all students and alumni of BCC, as well as to residents of Broward County. Although a Career Center is located on each campus, all counselors and advisors are trained in providing career information and assistance in choosing and planning a career to all students and community members. Counselors are trained to provide in-depth career counseling including the use and interpretation of tests and interest inventories.

Each Career Center has a Coordinator of Career Services and support staff and provides the following services:

1. A comprehensive library of information about different careers.
2. A collection of books, flyers, pamphlets related to jobs, résumés, interviewing techniques, etc.
3. A library of college catalogs.
4. C.O.I.N. (Coordinated Occupational Information Network) - a microfilm based self-selection tool for students to do career searches. North Campus has also obtained a computer-based career-job selection procedure - CHOICES.
5. Job bank - an ongoing listing of local jobs available in the community.
6. A career outreach program on Central Campus, providing career services to companies and professional organizations in Broward County.
7. In-depth career counseling including the use and interpretation of tests and interest inventories.

## Handicapped Student Services

An office on each campus assists students with special needs in adapting to the College environment. Information is provided on how to use all facets of the College most effectively. Available services include note taking, specialized testing, interpreters for the deaf, and readers for the visually impaired. Special equipment is also available to aid disabled students in the pursuit of their academic objectives. The Coordinator of Handicapped Services is responsible for establishing program guidelines in compliance with Section 504 of the Rehabilitation Act of 1973.

## Special Services

The Director of Special Services is responsible for all special services related to assessment, placement, and retention. His staff includes a Coordinator and support staff on each campus who are responsible for the following day-to-day services:

1. Testing of all new students entering Broward Community College in English, Reading, and Mathematics.
2. Operation of Test Centers on each campus to provide walk-in and scheduled testing for students referred by faculty, counselors, and advisors for placement in modern languages, English as a second language, chemistry, etc. Students may also request to be tested in many academic and academic support areas.
3. Tutoring services for all academic and technical disciplines.

Broward Community College established its first comprehensive out-reach center - The Von D. Mizell Multi-Purpose Center - in 1981. It is presently staffed by a Student Development Specialist and furnishes the following services:

1. Personal and career counseling.
2. Job placement services.
3. Academic advisement.
4. Information services.
5. Seminars and workshops based on community needs (sponsored by Continuing Education/Community Services.)
6. Recruitment for BCC.

A number of academic courses will be offered for credit beginning Term I, 1982-83.



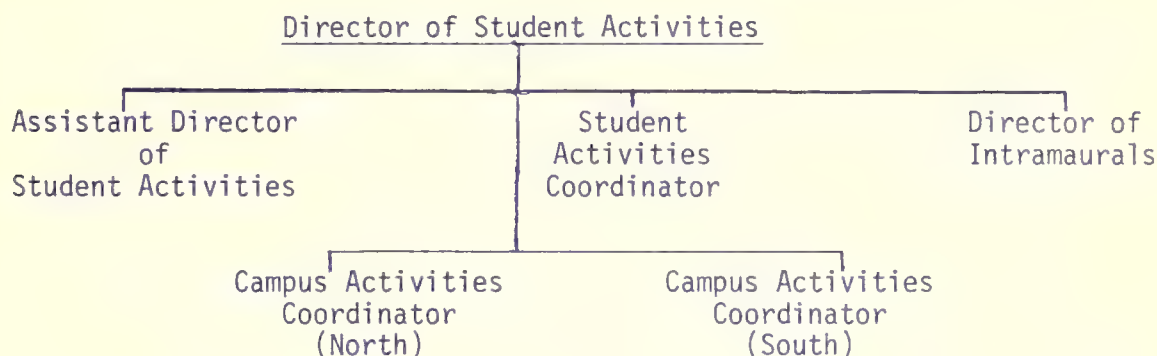
## C. Extra-class Activities

### Administrative Organization

The Director of Student Activities is responsible for the organization and administration of all extra-class activities, at both the collegewide and campus-based operational levels. This responsibility does not include those student activities associated with specific campus departments.

The Director of Student Activities is assisted by one collegewide Student Activities Coordinator, two campus-based part-time Campus Activities Coordinators, one part-time Director of Intramurals, and one Assistant Director of Student Activities for Tigertail Lake and Water Sports.

The following organizational chart demonstrates the structure of the Student Activities Staff.



The Director of Student Activities makes all major decisions, following consultation with affected staff members, and these decisions are subject to the approval and review of the Vice-President for Student Development.

Faculty members participate in the administration of extra-class activities by serving as club or activity sponsors and as members of the Student Activities Board. This Board makes recommendations on matters of budget and finance as they relate to the Student Activities Program.

In responding to the Needs Assessment Survey, faculty members rated the Student Activities program as better than average. At the same time, only a minority of the faculty actually participate in the College's extra-class activities as sponsors or advisors for student groups.

### Educational Value of Extra-class Activities

Although no specific section of the Needs Assessment Survey addressed the educational value of extra-class activities, the generally high ratings assigned to the Student Activities program by those participating in the survey indicate widespread recognition of and support for the educational value of the Student Activities program at BCC.

## Extra-class Activities in Drama

### 1. Central Campus

The Central Campus Theatre Department offers three major productions per academic year. Students may earn Theatre Production credit by participation as an actor or technician. One or more faculty members provide supervision of the rehearsal period and the work-calls in the shop.

Participation in these productions has educational value in that it provides practical application of skills learned in the theatre courses which are necessary for the student who hopes to find employment in the theatre arts.

The productions take place in the Lecture-Theatre (192 seats) and in Bailey Hall (1200 seats).

Productions are funded through a budget set up by the Student Activities Board, by box office receipts, and by special appropriations.

### 2. North Campus

The North Campus Theatre program offers one or two productions each term. These are considered co-curricular activities because there is no formal classroom instruction, even though credit may be earned by each student who participates in these productions. One or more faculty members provide supervision and informal training.

The productions take place in the OMNI Auditorium which has a maximum seating capacity of 2400.

Productions are funded through a budget set up by the Student Activities Board, by box office receipts, and by special appropriation.

### 3. South Campus

No extra-class activities in theatre are offered at South Campus.

## Extra-class Activities in Music

### 1. Central Campus

The Music Department's activities are all co-curricular activities, and each is supervised and directed by a Music Department faculty member who reports to the Music Department Chairman/Division Director. The Student Activities staff frequently makes suggestions about the choice and conduct of the programs.

Music activities include the Chamber Choir, the Concert Choir, the College Singers, the Opera Workshop, the Jazz Ensemble, the Symphonic Band, and the Broward Symphony Orchestra.

Neither the College nor the Music Department imposes academic restrictions upon participation in activities. However, some organizations require an audition before the student is allowed to enroll. These auditions determine positions and placement in these organizations. Although each organization carries one semester-hour credit, a student may participate in an extra-curricular activity without credit if he/she receives the director's permission.

The music faculty believes the performing organizations to be essential to the education of music majors, as well as to the cultural expansion of the individual participants. The individual directors, as well as the Music Department Chairman, provide a balanced variety of performances by these organizations.

## 2. North Campus

The music activities at North Campus are organized and administered in the same manner as those of Central Campus. These music activities include the Chamber Choir, the Community Band, and the BCC Youth Symphony.

## 3. South Campus

No extra-class music activities are offered at South Campus.

## Extra-class Activities in Speech

### 1. Central Campus

Through the cooperation of the Vice-President for Student Development, the Central Campus Speech Department offers ten tuition-free scholarships to students who participate in media production activities in conjunction with local radio stations and cable television companies. Enrollment in Radio-TV courses is not required.

### 2. North Campus

No extra-class speech activities are offered at North Campus.

### 3. South Campus

No extra-class speech activities are offered at South Campus.

## Student Publications

### 1. The Role of Student Publications



Student publications at Broward Community College are established as voluntary student activities and as enrichments of the academic program. All publications are funded through the Student Activities budget and are operated under the leadership of faculty advisors. The College's statement on student freedom and responsibility prohibits censorship of student publications. The student publications have received high ratings and many awards. These frequent awards indicate the quality of the publications. All of the publications are produced, written, and edited by students. Budgetary guidelines are those common to all other College budgets.

## 2. Collegewide Student Publications

P'an Ku, the collegewide literary magazine, is published annually. It is a public forum for students involved in writing fiction, poetry, and drama, as well as for those interested in design, in painting, and in the graphic arts. P'an Ku has won numerous awards in state competition in poetry, short stories, art, layout, and cover design.

Academic credit is given for work on P'an Ku, and English instructors, especially teachers of creative writing, encourage their students to contribute to, or work on, the publications.

## 3. Central Campus Student Publications

Phoenix, the weekly student newspaper for Central Campus, serves both as a total news medium and as a laboratory for journalism students who may receive academic credit for working on the paper. Staff members for the Phoenix may be either members of a journalism class or interested volunteers. The Phoenix has won many awards in state competition in editorials, advertising layout, feature stories, news stories, photography, and other categories.

The Phoenix and other student publications use modern electronic/computerized typesetting equipment. Video display terminals provide means of feeding information into an electronic printer which sets all copy, headlines, and most advertisements for the publications. Thus, participation in Phoenix activities offers students the opportunity to familiarize themselves with equipment similar to that used in many newspapers, and it substantially reduces printing and production costs.

## 4. North Campus Student Publications

Polaris, the North Campus student newspaper, is a biweekly publication established primarily as a practical experience for journalism students who are interested in learning how to write news features and entertainment/arts, sports, and opinion articles. These students also learn page design, layout, copy editing, and other newspaper production techniques.

The Polaris serves as a laboratory for journalism students, with

academic credit provided through various writing and production classes. However, any student, whether engaged in the journalism program or not, is encouraged to contribute to the publication. The Polaris has won many awards in state competition for student newspapers.

The Polaris presently lacks some of the electronic devices needed for phototypesetting. Thus, the editor and staff members must travel to Central Campus during production periods.

## 5. South Campus Student Publications

New Horizons, the South Campus student newspaper, is a biweekly publication. In general, it is operated and published under the same guidelines as the student publications at Central and North Campuses.

## Evaluation of Existing Extra-class Organizations and Activities

### 1. Fraternities and Sororities

There are two fraternities and two sororities at BCC. The activities of these organizations are regulated by the Director of Student Activities, the Vice-President for Student Development, and the Provost of the Campus on which the fraternity or sorority is located. These administrators exercise responsibility for disciplinary actions involving these social organizations.

The faculty, students, and administrators who are currently involved in efforts to revive a student government organization also plan the revival of a functioning Greek Council.

A prospective Greek organization must submit a charter and constitution to the Director of Student Activities, the Vice-President for Student Development, and the Campus Provost for approval before the fraternity/sorority can be officially organized and recognized as a College social club.

Social organizations are expected to support and maintain the established purpose and mission of BCC. If a student social organization should violate some rule of the College or community, it would face either social probation or suspension.

### 2. Student Clubs and Organizations

Students at BCC have the opportunity to participate in a variety of clubs, interest groups, and organizations, including service clubs such as Circle-K and F-Troop; interest groups such as Black Awareness, the Chess Club, and the Adventure Games Club; and sports clubs such as the Karate Club and the Ice Hockey Club. Professional and academic organizations such as Phi Theta Kappa, Decca, and the Flying Club, and



religious groups such as Hillel and the Newman Club offer BCC students a variety of opportunities for affiliation.

Students are encouraged to form new clubs and organizations to support common interests not already represented by existing clubs. A prospective club must submit a petition for recognition as a student organization, a constitution, and a list of charter members to the Director of Student Activities. The prospective club must be approved by the Director of Student Activities, the Vice-President for Student Development, and the Campus Provost.

Faculty members are essential to the student activities program. All student organizations, both existing and prospective, must have a faculty advisor in order to achieve and continue recognized club status.

While each student organization must have a faculty member for sponsorship and guidance, the actual involvement of the advisor in the club's affairs varies according to the nature of the organization.

### 3. Student Activities

Students also have the opportunity to participate in activities which are planned and coordinated by the Director of Student Activities and the professional and student members of the Student Activities office staff.

These activities, which include movies, concerts, outings, bowling, and skating, are planned by the Student Activities Coordinators and the Student Entertainment Committee in response to student interests as expressed in student activity polls. The Student Entertainment Committee is made up of students selected at random from interested members of the student body.

Many of these activities are held off campus due to the lack of on-campus facilities and the distance which many students must travel to and from the various campuses. Activities such as bowling, skating, and miniature golf are arranged on a contractual basis with local businesses.

BCC has an excellent water sports facility at Tigertail Lake, with facilities for swimming, sailing, canoeing, and windsurfing, and for cook-outs and outdoor concerts. The Assistant Director of Student Activities, who has the responsibility for the administration of the Tigertail Lake complex, also conducts special student activities, such as over-night canoe and sailing trips.

The College has recently acquired the long-term use of a beach-front site in Pompano Beach and has plans for additional water-oriented student activities once the site is developed.

## Policies Concerning Campus Visitors

A clearly stated policy concerning the rights and obligations of visitors to Broward Community College appears in the BCC Policy Manual. This policy also defines trespassing, as it applies to the College, and the actions the College may take against trespassers.

The College maintains a security staff which provides twenty-four-hour protection of College personnel, students, and property. This staff also assists visitors to the campus in locating parking, finding their destination, and helping them in other ways as needed.

Since BCC is open to the community, outsiders are able to wander at will around the campuses. It is difficult to differentiate between those who have legitimate activities on campus and those who do not. After class hours, security measures are increased. No one who works in a building has outside keys; the only such keys are in the possession of the security officers and the Campus Deans and Provosts. Patrolling security guards also are located on the campuses during both class and non-class hours.

### D. Student Participation in Institutional Government

#### Standing Committees

Students' participation in the general government of the College extends to their service with faculty and administrators on collegewide standing committees.

Prior to the demise of the Student Government Association, student members of standing committees were appointed by the President upon nominations by the President of the Student Government Association and with the approval of the Vice-President for Student Development. At the present time, the Director of Student Activities nominates students for membership on standing committees. To be eligible, a student must carry a 2.0 scholastic average.

#### Student Government

BCC has had various student government structures over the past ten years. Up until two years ago each of the three campuses had operational student government associations, fully funded through the Student Activities budget. These three associations also comprised the Student Governing Board which met regularly and represented the official voice of students to the Administration.

Lengthy discussions with students and staff revealed a dissatisfaction with the basic structure due primarily to what students identified as unnecessary "ego tripping" by untrained, unskilled leaders elected by a small percentage of the total student population. With the endorsement of the three student government associations and the S.G.B., it was agreed that formal student government would be discontinued until such time as a series of leadership development activities/retreats could be organized. These retreats have

proven to be highly successful and popular with students, and student government structures are beginning to re-evolve.

### Informal Meetings

The President and Provosts sponsor student luncheons to provide students with opportunities to express themselves freely about their institution. These luncheons have no prepared agenda, in order to elicit spontaneous comments from students. The President and Provosts follow up on specific complaints, and College policies have been changed through this process.

In addition, Student Development solicits candid reactions from students, and policy changes have occurred because students spoke informally with members of the Student Development staff.

### E. Student Discipline

Students are expected to observe campus regulations as well as legal requirements for members of society. A section of the BCC Student Handbook entitled "Student Rights" provides the students with a clear and detailed statement of the standards of behavior they are expected to maintain. It also describes disciplinary procedures. A copy of this document is Appendix III of this report.

This statement of student rights and a description of the disciplinary process also appear in the BCC Faculty/Staff Handbook under the title "Student Freedoms and Responsibility." The general expectations regarding student conduct are as follows:

1. The student, upon admission, agrees to abide by all College regulations contained in the College catalog and the Student Handbook as well as local, state and federal laws. In addition, students are expected to exercise common sense, good taste (consistent with contemporary standards of the College community), and applied reason in their quest for an education.
2. Students are expected to prefer fact to opinion and to commit themselves to genuine enlightenment rather than to inflexible adherence to limited knowledge.
3. Students are expected to respect the rights and welfare of other members of the College community.
4. BCC, like most institutions of higher learning, recognizes that a thoughtful and reasoned search for truth can be conducted only in an atmosphere free of intimidation and coercion. Consequently, violence, threat of violence, disruption, and intimidating or jeopardizing actions are unacceptable to the academic community. Students are expected to examine critically, to analyze, and to evaluate the College, its programs, and its policies and procedures, using processes which appeal to reason and to not compromise the academic climate, mission, or integrity of the institu-



tion.

5. Students are expected to assume full responsibility for their individual and collective actions and to participate seriously and purposefully in campus life.

#### F. Student Records

The following list indicates the types of information the College receives from each student at the time of admission and the rationale for requiring each type of information:

1. Social Security number - used as student's identification number for all record-keeping purposes.
2. Birthdate - indicates student's eligibility for admission, if he/she is not a high school graduate.
3. Place of Birth - used to compile statistics which aid in developing a profile of the student body.
4. Student's gender - used to compile statistics which aid in developing a profile of the student body.
5. Country of citizenship - used to enable College personnel to identify and aid foreign students and to comply with immigration and naturalization laws.
6. Mailing address - needed to send student grade reports and other pertinent information.
7. Race - used to support the College's desire for equality of opportunity and to compile demographic data for a profile of the student body. It is also used in reporting to the Department of Health, Education, and Welfare regarding the composition of the BCC student body.
8. Language spoken in home - used as additional demographic information.
9. Citizenship status - used for demographic purposes and for referral to the English as a Second Language program.
10. Scholastic records from secondary school or a GED program - required for admission, and a transcript must be supplied by the applicant.
11. Record of previous college attendance - needed to comply with Florida law regarding the suspension of students, who are ineligible to attend a different Florida state college for the term immediately following such suspension.

12. Student's admission situation - needed to clarify whether student is a first-time enrolled student at BCC, a returning student, or a transfer student.
13. Student's intention to audit.
14. Term in which student will be enrolled.
15. Degree goal - needed as necessary organizational data for the College.
16. Affidavit of student's residency in Florida - required to ascertain the payment of in-state or out-of-state fees.
17. Inventory of student's goals - used to profile the student body and to respond to the needs and interests of the students.

A copy of the Admission Application is included in Appendix IV.

Student records are compiled on each campus and sent to the College's Central Records Department. These records, which are kept permanently, include the transcripts from other institutions, as well as the grades received at BCC.

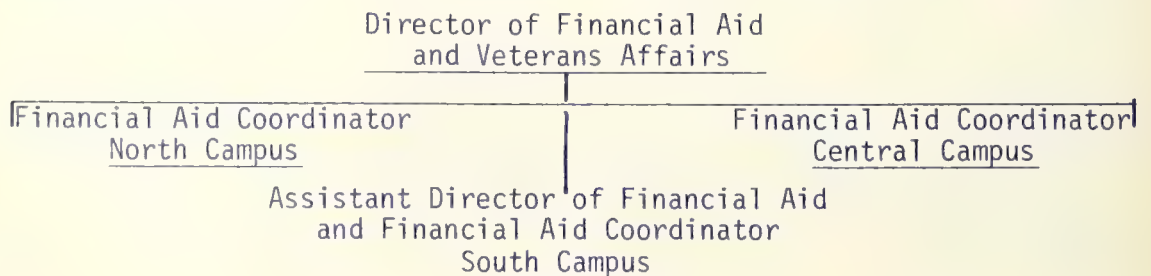
Back-up files are maintained in two ways. All class roils are kept permanently, and records of students' academic grades are kept on the computer or on microfiche records. The computer stores records of students who are currently enrolled, while the microfiche records provide the transcripts of previously enrolled students.

A change is planned in keeping and using records through the installation of a reader/printer at the Central Adminstration Record Office. This piece of equipment will eliminate several steps in getting transcripts printed for students.

#### G. Student Financial Aid

##### Administration

The Financial Aid staff indicated in the chart below is responsible for the administration of the Financial Aid Program at BCC. The Director of Financial Aid is responsible for major decisions, which are subject to the review and approval of the Vice-President for Student Development.





## Criteria

Financial need is the basic criterion in awarding financial aid. Generally, the difference in "financial aid" and "scholarships" is indicated by the criteria used for selecting the recipient. If the aid is determined by academic ability or the student's record, it is a scholarship; if it is based on need, it is financial aid. The College's report on Financial Assistance to Students in Institutions (OCR), which is included in Appendix V, "Student Aid," indicates the sources of funds for financial aid and scholarships and the number of recipients. The demand for financial aid exceeds the funds available.

## Future Developments

In anticipation of changes and cutbacks in Federal financial aid programs, the College has hired a Scholarship Coordinator to expand the search for external sources of financial aid for students.

Further, part-time employment opportunities at BCC for students are sought within the present severe limits of the reduction in Federal funding for this purpose.

### H. Student Housing

The College has no on-campus student residence facilities. Students attending classes at BCC commute to the College and generally live at home or in rental accommodations shared with other students or friends.

Prior to 1980, the Student Government Association assumed responsibility for operating a Housing Referral Service which assisted students in locating appropriate rental housing close to the campus of their choice. (Since that time the Student Activities Office and the Campus Deans of Student Development have provided a housing referral service for students.)

A listing of current off-campus housing is made available to students in the Student Activities office or the Dean of Students office. There is no screening of housing facilities or endorsing of these private housing facilities by any office of the College. The College does not authorize fraternity or sorority houses.

Housing for foreign students creates unusual difficulties. F-Troop, a College service club, helps foreign students to locate suitable rental housing or lodging in private homes. However, the College has no organized or funded program for this purpose.

### I. Health Services

A Health Center is located on North and Central Campuses and is staffed by a qualified nurse who is on duty from 8:00 a.m to 3:00 p.m., Monday through Friday. In case of illness, students report to the Health Center. In case of accident, the nurse goes to the location and takes appropriate action.

The College does not provide medical and hospital facilities.

Broward County operates an excellent network of Emergency Medical Services. The equipment is up-to-date, the paramedics are well trained, and the response time is less than two minutes. The College uses these services whenever an emergency exists on any College site.

The College no longer requires medical examinations or health records of students who apply for admission. The nurse at each Health Center keeps a log of students who are seen in the Center, and this is recorded by the date when the student receives services at the Health Center.

Students are provided with access to three Health education courses, which are administered by the Department of Health, Physical Education, Recreation, and Dance. They are:

Promoting Personal Health	1 credit
Personal and Community Health	3 credits
First Aid and Safety	3 credits

## J. Athletics

### Intercollegiate Athletics

#### 1. Mission

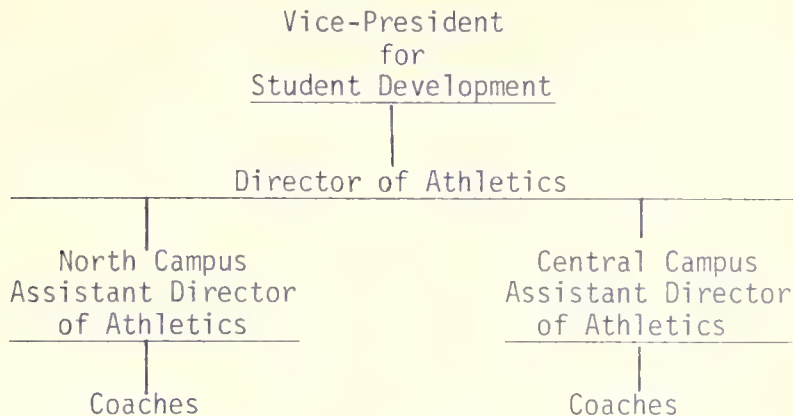
The mission of the Intercollegiate Athletics Program of BCC is to offer opportunities for men and women to have levels of athletic competition beyond the high school years.

BCC is a member of the Florida Community College Activities Association and the National Junior College Athletic Association. The College began the Intercollegiate Athletic Program at Central Campus in 1962, at North Campus in 1972, and at South Campus in 1977.

Opportunities for participation in intercollegiate athletics are offered in men's and women's basketball, golf, tennis, swimming and diving, volleyball, softball, and soccer and in men's baseball. No intercollegiate athletic activities are held on South Campus.

No student is excluded on the basis of race, age, sex, or any other such factor from participation in any interscholastic, intercollegiate, club, or intramural athletic activity by BCC. Neither is any student denied the benefits of, nor treated differently from, any other such person in any such activity.

## 2. Administrative Organization



## 3. Qualifications of the Intercollegiate Athletics Administration

- |  |   |
|--|---|
| a. <u>Director of Athletics:</u>                     | B.S., Sam Houston State Teacher's College<br>M.A., George Peabody College<br>30 years of professional experience. |
| b. <u>Assistant Director of Athletics - Central:</u> | B.S., Northeast Missouri State<br>M.A., University of Missouri<br>18 years of professional experience.            |
| c. <u>Assistant Director of Athletics - North:</u>   | B.S., University of Rhode Island<br>M.Ed., Florida Atlantic University<br>22 years of professional experience.    |

## 4. Funding of Intercollegiate Athletics

The Intercollegiate Athletics Program is funded exclusively through College revenue sources. The Intercollegiate Athletics Program budget for Fiscal Year 1982 is \$70,556.50.

## 5. Decision-Making Process

Decisions concerning intercollegiate athletics are made by the personnel who are affected by and must implement these decisions. The Director of Athletics, with the approval of the Vice-President for Student Development, is responsible for all major decisions.

Students and faculty have the opportunity to participate in decision-making concerning intercollegiate athletics through service on the Athletic Committee and the Student Activities Board, both of which are standing College committees involved in the governance of the College.

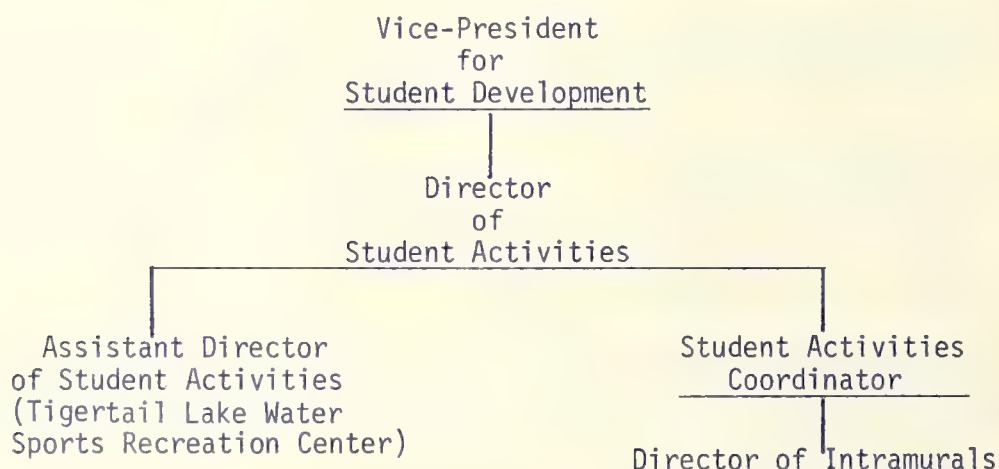
## Intramural Sports Program

### 1. Mission

The mission of the Intramural Sports Program is to provide an opportunity for students to participate in individual, team, and club sports. The Intramural Department selects activities which will provide enjoyment and physical recreation during the student's college career, contribute to the student's physical well-being, improve recreational skills for leisure time use, and aid in the development of sound emotional and social qualities.

Student participation is voluntary, and all students are invited to participate. Among the activities included in the intramurals program are basketball, half-court basketball, flag football, table tennis, tennis, softball, volleyball, roller skating, swimming, golf, miniature golf, bowling, racquetball, ice skating, skeet-shooting, billiards, cross country, soccer, sailing, canoeing, and recreational games. In addition, campus sports clubs provide opportunities for participation in ice hockey, Taekwon-do, judo and karate, running, and sailing.

### 2. Administrative Organization



The Director of Student Activities is responsible for the development, implementation, and administration of the Intramural Sports Program. He is assisted in this task by the Director of Intramurals (a faculty member who receives a supplement) who supervises activities involving team and competitive sports, the Assistant Director of Student Activities who supervises all water sports and related activities, and the Student Activities Coordinator who supervises all recreational sports and related activities.

### 3. Qualifications of Intramural Sports Program Administrators

#### a. Director of Student Activities

B.S. Florida Southern College



M.A., University of Alabama  
19 years of related experience.

b. Assistant Director of Student Activities (Tigertail Lake)

B.A., University of Miami  
14 years of related experience.

c. Student Activities Coordinator

B.A., University of Miami  
2 years of related experience.

d. Director of Intramurals

B.S., Bowling Green University  
M.F.A., Bowling Green University  
1 year of experience.

4. Funding of Intramural Sports Program

The Intramural Sports Program is funded through Student Activity funds. The Intramural Sports Program budget for Fiscal Year 1982 is \$19,195.00.

5. Decision-Making Process

The Director and the Assistant Director of Student Activities, the Student Activities Coordinator, and the Director of Intramurals confer to make decisions regarding the Intramural Sports Program. The Director of Student Activities, with approval by the Vice-President for Student Development, is responsible for all major decisions.

### III. Projections

As previously indicated, Student Development has been involved in a series of staff retreats aimed at developing unity of effort and performance in Student Development services on the three campuses of the College.

The thing most likely to affect the Student Development services in the near future is the implementation of the College Level Assessment Program. Beginning this year, the State Department of Education will require that all degree-seeking students be assessed in basic communication and computation skills. These students will then be required to pass a "rising juniors" examination, administered by the State, before they can be granted a degree from the College. The new College assessment program will have to be monitored carefully to insure that the assessments of students are accurate. No plan to evaluate the new program has been developed at this time.

As the new South Campus continues to develop, expanded student activities will have to be offered on that site. Consideration will have to be given to the establishment of intercollegiate and intramural sports activities appropriate to the facilities and the interests of that campus.

In an attempt to improve the rate of student retention, the Student Development staff is presently involved in a variety of placement and follow-up projects which may lead to recommendations for changes in the future. See Appendix VI for descriptions of these projects.



#### IV. Strengths

The Student Development staff is well-trained and is committed to providing the best possible services to BCC students.

Student Development provides equal opportunities to all BCC students.

Student Development enjoys the support of all faculty, staff, and administrators, many of whom assist in various levels of the Student Development program.

The Student Activities program is broad based, offering a variety of activities to the students of the College.

#### V. Weakness and Suggestion

The College is using a new assessment plan as part of the implementation of the State-mandated College Level Assessment Program. While careful thought has gone into the development of this plan, there will have to be an ongoing evaluation of its success or failure to accurately assess students. No such evaluation mechanism now exists.

##### Suggestion

The College should develop an ongoing evaluation mechanism to assure that the new College assessment program is meeting its goal of accurately assessing students in basic communication and computation skills.

#### VI. Summary

The College offers extensive Student Development services. These include testing and assessment, counseling and advisement, financial aid, career selection, aid to the handicapped, placement and follow-up, intercollegiate and intramural sports, co-curricular clubs and organizations, and a variety of additional student activities.

The Student Development staff is well trained and is capable of meeting the student development needs of the College.

# APPENDIX I

## STUDENT DEVELOPMENT DATA FORM



BROWARD COMMUNITY COLLEGE

SOC. SEC. NO. \_\_\_\_\_ (or group size) \_\_\_\_\_ (or) STUDENT NAME \_\_\_\_\_

(10) CAMPUS \_\_\_\_\_

0. Ft. Laud. Cntr.  
 1. Central  
 2. North  
 3. South

(11) DEPARTMENT \_\_\_\_\_

1. Counseling/Advising  
 2. Financial Aid  
 3. Career Services  
 4. Women's Center  
 5. Special Services

(12) SEX \_\_\_\_\_

1. Male  
 2. Female

(13) ETHNIC GROUP \_\_\_\_\_

1. White (Non-Hispanic)  
 2. Black (Non-Hispanic)  
 3. Hispanic  
 4. American Indian  
 5. Asian/Pacific Islander

(14) STUDENT EMPLOYMENT STATUS \_\_\_\_\_

1. Full-time (35 hrs or more)  
 2. Part-time  
 3. Not employed

(15) \_\_\_\_\_ TELEPHONE INQUIRY \_\_\_\_\_

(16) \_\_\_\_\_ GROUP \_\_\_\_\_

NATURE OF CONTACT \_\_\_\_\_

(17) \_\_\_\_\_ ACADEMIC ADVISEMENT  
 (18) \_\_\_\_\_ ADMISSIONS COUNSELING  
 (19) \_\_\_\_\_ TRANSFER ADVISEMENT  
 (20) \_\_\_\_\_ PERSONAL COUNSELING  
 (21) \_\_\_\_\_ CAREER COUNSELING  
 (22) \_\_\_\_\_ JOB PLACEMENT  
 (23) \_\_\_\_\_ TESTING  
 (24) \_\_\_\_\_ GRADUATION EVALUATION  
 (25) \_\_\_\_\_ INFORMATION GIVING  
 (26) \_\_\_\_\_ FINANCIAL AID INFO  
 (27) \_\_\_\_\_ DROP/ADD  
 (28) \_\_\_\_\_ COMPLETE WITHDRAWAL  
 (29) \_\_\_\_\_ OTHER \_\_\_\_\_

INFORMATION AVAILABLE (FOR ASSESSMENT ONLY)

(30) \_\_\_\_\_ TRANSCRIPT(S)  
 (31) \_\_\_\_\_ NATIONAL TEST SCORES  
 (32) \_\_\_\_\_ ASSESSMENT TEST SCORES  
 (33) \_\_\_\_\_ SELF-ADVISEMENT QUEST.

(34) STUDENT TYPE \_\_\_\_\_

1. Prospective  
 2. New (F.T.I.C.)  
 3. Continuing  
 4. Transfer  
 5. Returning  
 6. Senior Citizen  
 7. Other

(35) TIME SPENT WITH STUDENT \_\_\_\_\_

1. Less than 5 minutes  
 2. Between 5 - 15  
 3. Between 15 - 30  
 4. Between 30 - 60  
 5. Over 60 minutes

(36) TIME OF DAY \_\_\_\_\_

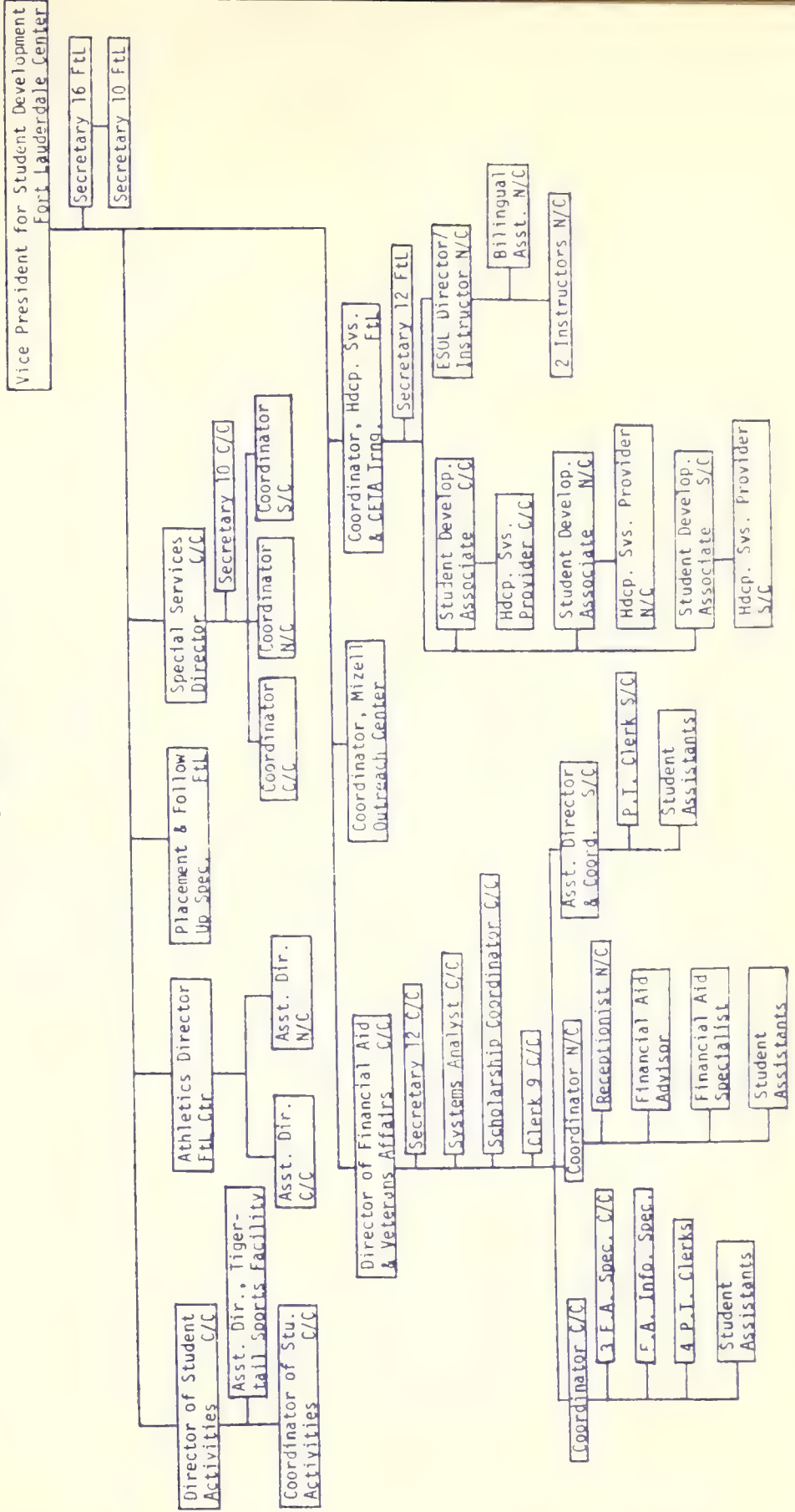
1. 8:00AM - 11:00AM  
 2. 11:00AM - 2:00PM  
 3. 2:00PM - 5:00PM  
 4. 5:00PM - 9:00PM

(37-38) STAFF CODE \_\_\_\_\_

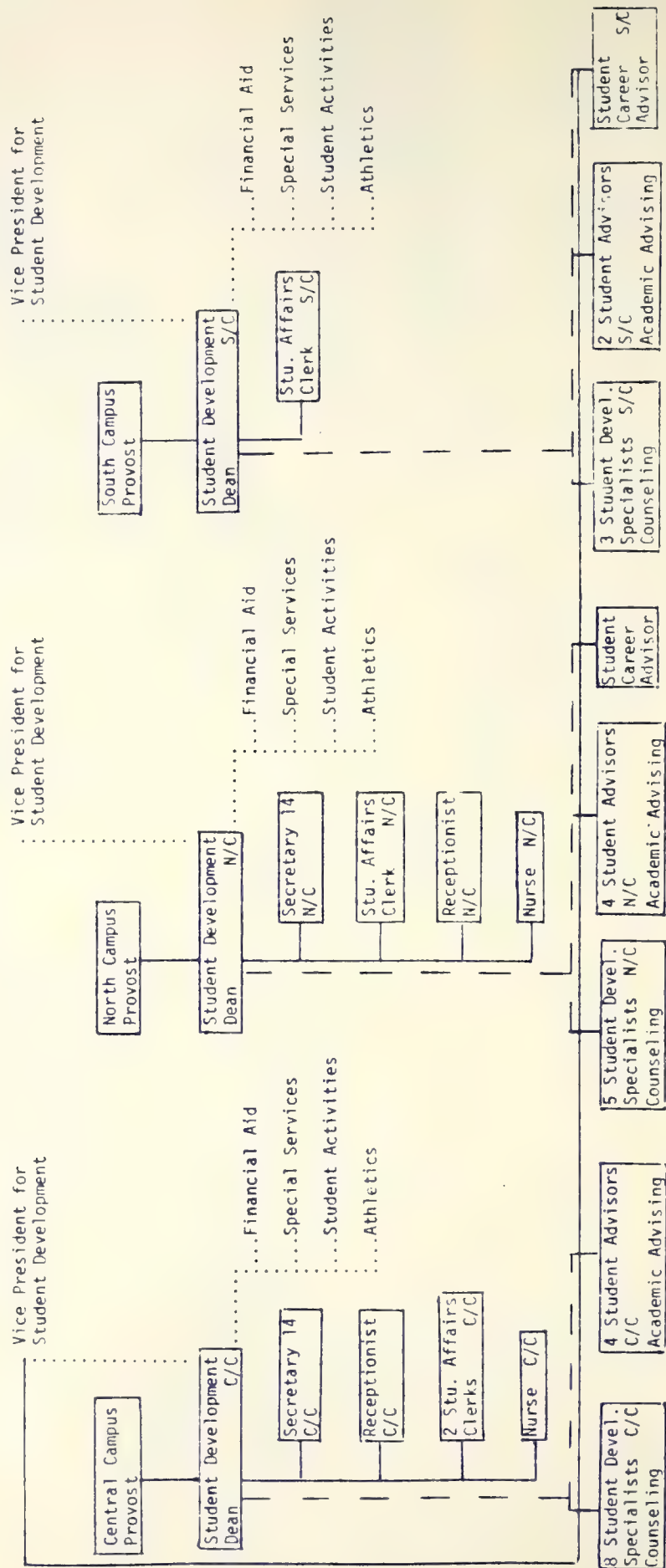


# APPENDIX II

## Broward Community College STUDENT DEVELOPMENT ORGANIZATION



Broward Community College  
STUDENT DEVELOPMENT  
ORGANIZATION





## APPENDIX III

### Standards of Conduct

As a member of the College Community, a student is expected to act responsibly in all areas of personal and social conduct. In addition to the general expectations included elsewhere in this document, students are expected to observe the academic and behavioral regulations found in the College Catalog and other official publications.

Violations of the standards of conduct contained herein will, in most cases, be treated as College disciplinary matters. However, in certain situations the application of civil and criminal law and/or the injunctive process will be employed in order to preserve the system of order and freedom necessary for the maintenance of an educational environment. Actions such as the following may result in the application of civil or criminal law or an injunction: destruction or illegal occupation of College property; trespass; personal jeopardy to any member or guest of the College community.

Offenses involving theft, the use or possession of firearms, lethal weapons, drugs and alcoholic beverages are essentially civil matters which address themselves to the discretion of local, state, and federal authorities, but may subject the possessor or user to College discipline when such offenses and their effects adversely interfere with the well being of, or reflect on, the College or members of the College community.

The College specifically prohibits, except as provided by law, on campus, the possession, sale, exchange, consumption or giving away of any beverage of alcoholic content; any stimulant, depressant, narcotic or hallucinogenic drug or agent having potential for physical or mental abuse, except on prescription by a physician or dentist. Florida law requires the automatic expulsion of a student who is adjudicated guilty of unlawful possession of any narcotic drug, central nervous system stimulant, hallucinogenic drug, or barbiturate.

The College also prohibits the possession or use of firearms, fireworks, or lethal weapons on campus. The possession or use of any such device may result in disciplinary action by the College. In no event, however, shall the student's status as a student protect him/her from his/her responsibilities to the applicable local, state, or federal laws.

### Disciplinary Procedures

The administration of student discipline is flexible and is essentially consistent with the philosophy and educational objectives of Broward Community College.

In those cases not likely to result in a termination of the student's relationship with the College, the Vice President for Student Development, or the Student Governmental Association Student Supreme Court shall have responsibility for the administration of student discipline and may impose varying degrees of disciplinary probation. Disciplinary probation may include any or all of the following sanctions: written reprimand, loss of certain campus privileges, including participation in intercollegiate and intramural activities, student organizations, student government, entry on permanent record, compulsory class attendance, monetary fines, penalty work hours, and/or notification of parents if the student is under 18 years of age.

The Broward Community College Discipline Committee is empowered to assess fines, subject to the approval of the President, as disciplinary action for those students judged by the Committee to have violated established College rules and regulations. Revenues from fines collected will be deposited in appropriate College accounts as prescribed by the Accounting Manual for Florida's Public Community Colleges.

A student who is not satisfied with the imposed disciplinary probation may appeal within 3 school days, in writing, to the College Discipline Committee. In more serious cases, likely to result in suspension or expulsion of the student from the academic community, the discipline committee or the Student Government Association Supreme Court shall have primary authority.

In all cases the Vice President for Student Development shall decide whether a case is to be handled by the College discipline committee or the Student Government Association Student Supreme Court.

The S.G.A. Supreme Court's recommendation for suspension or expulsion must be reviewed by the discipline committee.

In cases in which a student's physical or emotional safety is jeopardized, or when the general safety of other members of the College Community or College property is threatened, or when the orderly progression of the lawful educational objectives of the College are jeopardized, the student may be removed from the campus community by the President or his/her designated representative pending a hearing.

In all cases, the right of the students and of Broward Community College shall be protected. The following procedures are designed to provide for this protection:

#### Due Process:

1. The student shall be notified, in writing, that he/she is accused of a violation. Notice shall contain a detailed description of the charges, a list of witnesses, if any, and the date, time, and place of hearing. The hearing shall be held no earlier than 48 hours from the date of notice. In some cases the student may waive his/her right to a hearing and elect to accept the decision of the Vice President for Student Development. In such a case the student will sign a statement waiving both the hearing and his/her right to appeal the decision.

2. The student may continue to attend classes and College activities until the hearing is held and pending appeal at the discretion of the President.
3. The student is entitled to be present at the hearing and to have an advisor of his/her choice.
4. The student may ask questions of any College official or witness at the hearing and may introduce any evidence relative to his/her case.
5. The College reserves the right to conduct the hearing in a formal or informal manner and may follow any procedure which incorporates fair play and the elements of due process.
6. The student may request a written report of the results and findings of the hearing. Such a report shall be issued within 48 hours.
7. The College will keep a record of the proceedings which will be made available to the student in the event of an appeal.
8. Any student who is suspended or expelled from Broward Community College by the Discipline Committee shall have the right to appeal said decision to the President. Any appeal must be made in writing and in all cases shall be filed no later than the fifth school day following the student's receipt of the Committee's or Court's decision. Within three days after receipt of an appeal, the President shall appoint a three member ad hoc Appeals Committee composed of disinterested faculty who shall inquire fully into the case and make a recommendation to the President. In some cases the ad hoc committee, and/or student may elect to proceed de novo, thus affording the student an opportunity to present his/her case and due process, described above, shall apply. The President's ad hoc Appeals Committee, after a full and complete review and investigation, shall make its recommendation to the President and he/she in turn, will render a decision within three days.

Any student who is still dissatisfied may file an appeal, through the President, to the Board of Trustees. The decision of the Board of Trustees shall be final.





# APPENDIX IV

RETURNING BCC STUDENT  
LAST TERM \_\_\_\_\_ YR \_\_\_\_\_

Name if different than in previous enrollment  
PREVIOUSLY ☐ Credit, ☐ Audit, or ☐ Non-credit

**BROWARD COMMUNITY COLLEGE**  
225 East Las Olas Boulevard  
Fort Lauderdale, Florida 33301  
(Mailing Address)



761 7465

CRT OPERATOR	TERM
DATE	RECEIPT NO
	AMOUNT

CIRCLED NUMBERS MUST BE COMPLETED BEFORE APPLICATION WILL BE PROCESSED.  
PLEASE TYPE OR PRINT IN INK/BE SURE TO COMPLETE BOTH SIDES OF APPLICATION/NEW BCC STUDENTS AND PREVIOUS  
AUDIT STUDENTS "TAKING CREDIT CLASSES" SUBMIT A \$10.00 (Check or Money Order) NON-REFUNDABLE APPLICATION  
FEE WITH THIS APPLICATION/THE \$10.00 APPLICATION FEE IS REQUIRED ONLY WITH YOUR FIRST APPLICATION

## Personal Information

1 SOCIAL SECURITY NO \_\_\_\_\_ 2 ☐ Male ☐ Female 3 BIRTH DATE \_\_\_\_\_ Month/Day/Year

4 LEGAL NAME \_\_\_\_\_ BIRTHPLACE \_\_\_\_\_ State/Country

5 COUNTRY OF CITIZENSHIP \_\_\_\_\_

6 ADDRESS \_\_\_\_\_ HOME PHONE \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_  
Zip \_\_\_\_\_

8 Acceptance notice will be mailed directly to student at the address on this application  
RACE (This information is needed for reporting to HEW)  
1 ☐ American Indian or Alaska Native 2 ☐ Black (not of Hispanic origin) 3 ☐ Cuban National (Hispanic) 4 ☐ Hispanic 5 ☐ Asian or Pacific Islander 6 ☐ Caucasian/White (not of Hispanic origin)

9 Language spoken in the home other than English \_\_\_\_\_

**NON U.S. CITIZENS ONLY**

1 ☐ Student 2 ☐ Visitor 3 ☐ Cuban Refugee 4 ☐ Resident Immigrant Alien 5 ☐ Vietnamese Refugee

Students and Visitors must submit the "International Student Requirements" form before consideration for admission can be made. Contact the Admissions Office at 761 7465.

FOR OFFICE USE ONLY  
Resident Immigrant Aliens must indicate their official card number below. Verification by college personnel is required. ID No. \_\_\_\_\_ BCC staff initials \_\_\_\_\_ date \_\_\_\_\_



## Educational Background

**11**

If BCC is your first college, your high school transcript reflecting the graduation date should be submitted during the term you plan to attend.

HIGH SCHOOL ATTENDED

OR SOURCE OF GED

Name of School \_\_\_\_\_  
City/State \_\_\_\_\_  
Month/Year \_\_\_\_\_

1 ☐ GRADUATED  
2 ☐ COMPLETED GED  
3 ☐ RECEIVED CERTIFICATE OF ATTENDANCE  
4 ☐ NONE OF THE ABOVE  
5 ☐ Dual Enrollment\*  
6 ☐ Early Admissions\*  
\*See H S Guidance Counselor

1A ☐ Anticipated Date of Graduation \_\_\_\_\_

1 Name \_\_\_\_\_ Degree Received \_\_\_\_\_  
Years Attended \_\_\_\_\_ State \_\_\_\_\_

2 Name \_\_\_\_\_ Degree Received \_\_\_\_\_  
Years Attended \_\_\_\_\_ State \_\_\_\_\_

### 12 College Status

1 ☐ BCC IS MY FIRST COLLEGE OR

I HAVE ATTENDED ANOTHER COLLEGE AND I AM

2 ☐ Eligible to return 3 ☐ On Probation, but eligible to return  
4 ☐ On Suspension Mo \_\_\_\_\_ Yr \_\_\_\_\_

RETURNING BCC STUDENTS CHECK BOX NO. 1 IN ITEM 13

### 13 Admissions Basis

I AM A

1 ☐ Returning BCC Student  
2 ☐ New BCC Student  
3 ☐ I AM A TRANSFER STUDENT FROM A:  
4 ☐ Institute 4 yr College  
5 ☐ Institute Comm. Jr. College  
6 ☐ Out of state Comm. Jr. College  
7 ☐ Out of state 4 yr College  
8 ☐ Applied to BCC but did not take classes  
9 ☐ Transient Student - Taking courses at BCC only 1 term

### 14 I Want Courses For

C ☐ COLLEGE CREDIT  
A ☐ AUDIT (all classes)  
C ☐ AUDIT AND CREDIT to audit form at registration

14 I WILL BE APPLYING FOR FINANCIAL AID  
YES ☐  
NO ☐

Contact Financial Aid Office for Forms

15 I Will Enter In Term: (Check one) Students leaving area blank will be assigned to the next appropriate term

1 Fall Aug. Dec. 2 Winter Jan. May 3 Spring May Aug.  
4 Fall Aug. Dec. 5 Winter Jan. May 6 Spring May Aug.

### 16 Degree Number Required

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

(See reverse side) I AM SEEKING AN (See the back of application for a listing of the different BCC Degrees)

☐ Associate in Arts Degree in \_\_\_\_\_  
☐ Associate in Science Degree in \_\_\_\_\_  
☐ Certificate Program (Specify) \_\_\_\_\_  
☐ Other Personal Objectives \_\_\_\_\_

This is a university transfer program

Technical program

**17 I Will Attend:**

1. Central Campus 2. North Campus 3. South Campus 4. Fort Lauderdale Center  
AMA Broward County School Board Full Time Teacher Ask for School Board Card Full Time BCC Employers

**18 FLORIDA RESIDENT STUDENT MUST HAVE THIS AFFIDAVIT NOTARIZED FEES ARE ASSESSED BY THE STUDENT'S RESIDENCY**

HONORABLE RESIDENT at used here means that the applicant or his parent/legal guardian if applicant is less than 18 years of age must be a United States citizen for have been admitted to the country as an immigrant and shall have lived here consecutively for at least one year immediately prior to the time of entering Broward Community College

I certify that I have been a bona fide Florida resident and have lived in Florida at least \_\_\_\_\_ day of \_\_\_\_\_ 19\_\_\_\_

(ONE YEAR CONSECUTIVELY since \_\_\_\_\_ Month / \_\_\_\_\_ Day / \_\_\_\_\_ Year  
 (Documentary proof may be required)

Signature of Notary Public (seal and stamp of notary required)

Applicant 18 years of age or older OR Parent or Legal Guardian if Applicant is under 18 years of age  
 (to be signed in the presence of a notary) \_\_\_\_\_ If Legal Guardian, documentary proof required

**GOOD CONDUCT AND CITIZENSHIP**

APPLICANTS WHO HAVE EXPERIENCED DISCIPLINARY PROBLEMS AT EDUCATIONAL INSTITUTIONS OR WITH OTHER AUTHORITIES (NOT INCLUDING MINOR TRAFFIC VIOLATIONS) MUST STATE CIRCUMSTANCES INVOLVED ON A SEPARATE SHEET AND SUBMIT WITH THIS APPLICATION. THIS INFORMATION WILL NOT NECESSARILY EXCLUDE APPLICANTS FOR ADMISSION AND WILL BE HANDLED CONFIDENTIALLY. I CERTIFY THAT ALL STATEMENTS GIVEN IN THIS APPLICATION ARE TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE. I AGREE TO ABIDE BY ALL RULES AND REGULATIONS OF BROWARD COMMUNITY COLLEGE. I AGREE THAT IF MY CREDENTIALS ARE NOT COMPLETE WITHIN THREE WEEKS AFTER REGISTRATION OR IF ANY INFORMATION IS FOUND TO BE FALSE, I MAY BE SUSPENDED FROM CLASSES WITHOUT A REFUND OF ANY FEES PAID.

**19**

Applicant's Signature

Date



## APPENDIX V

### Student Financial Aid

The only financial assistance BCC athletes are eligible to receive is tuition waiver and books.

Sport	No. of Students			
Baseball	18	\$ 7,655.65	Male	Central Campus
Basketball	12	4,465.22	Male	Central Campus
Basketball	12	5,403.40	Male	North Campus
Basketball	12	4,652.74	Female	Central Campus
Golf	6	2,380.11	Male	Central Campus
Golf	6	2,250.79	Female	Central Campus
Tennis	8	2,100.25	Male	Central Campus
Tennis	8	4,042.82	Male	North Campus
Tennis	8	2,944.89	Female	Central Campus
Tennis	8	2,483.25	Female	North Campus
Swimming	10	3,060.25	Male	Central Campus
Swimming	10	1,247.15	Female	Central Campus
Volleyball	12	4,421.15	Female	Central Campus
Volleyball	12	6,670.40	Female	North Campus
Softball	12	5,317.40	Female	Central Campus
Softball	12	4,272.16	Female	North Campus
Wrestling	2	856.90	Male	Central Campus
18	174	\$65,650.48		

MALE FEMALE TOTAL														
GRANTS														
A BENG														
B SEC														
C Vocational Rehabilitation Grants														
D State and Local Grants														
E Private Sources														
F Institutional Grants														
G Tuition Waivers (Remissions)														
H All Other Grants														
I TOTAL Number of UNDUPLICATED Recipients														
J TOTAL Dollar Amount														
K LOANS														
A Repayable By Cash Only														
19														
20														
21														
22														
23														
24														
25														
26														





ICR 10000 FINANCIAL ASSISTANCE TO STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION (continued)													PAGE CODE		PAGE NO		NUMBER OF PAGE'S	
RACE/ETHNIC IDENTIFICATION AND USER													TOTAL					
L LINE NO	DESCRIPTION	AMERICAN INDIAN/ ALASKA NATIVE				HISPANIC				WHITE (not of Hispanic origin)				MALE (11)	FEMALE (12)	TOTAL (13)		
		MALE (1)	FEMALE (2)	TOTAL (3)	PERCENT (4)	MALE (5)	FEMALE (6)	TOTAL (7)	PERCENT (8)	MALE (9)	FEMALE (10)	TOTAL (11)	PERCENT (12)					
TOTALS—All Categories Of Financial Assistance																		
50	A TOTAL Number of Aid Applicants (see definition in instructions)																	
51	B TOTAL Number of Aid Applicants Who Actually Enrolled at this Insti- tution (scholarship or loan they received aid)																	
52	C TOTAL Number Of Awards And Loans	439	1155	7	20	63	41	158	225	2575	4606	3242	6047	9289				
53	D TOTAL Dollar Amount	124203	301848	996	3580	29020	15428	53777	72244	658583	129789	866579	1522889	2389468				
54	E TOTAL UNDUPLI- CATED Number Of Recipients	232	673	7	19	36	24	103	132	1911	3342	2289	4190	6479				
1. NON RESIDENT ALIENS																		
55	A TOTAL Number Unduplicated Grant Recipients																	
56	B TOTAL Number Unduplicated Loan Recipients																	
57	C TOTAL Number Unduplicated Scholarship Recipients																	
58	D TOTAL Number Unduplicated Em- ployment Recipients																	

\* lines 50 and 51 are optional

## APPENDIX VI

### PLACEMENT AND FOLLOW-UP - PROJECTION AND RESEARCH

The primary function of the Placement and Follow-Up Office is that of tracking, gathering, and recording data relative to the student population both past and present for the purpose of disseminating the information to appropriate college and state personnel for use within their departments. Some of those uses include program review, legislative compliance for budgetary appropriations, and civil rights compliances. The methodology implemented to accomplish this task is as follows:

#### I. ANNUAL HEADCOUNT REPORTS ( AA-1, EA-3 )

The AA-1, EA-3 report series provides information about program enrollments and terminations for the preceding academic year. The original is forwarded to the State Division of Community Colleges on or before September 15th of each fiscal year with copies remaining at the institution.

<u>Report Name</u>	<u>Report Identifies</u>
AA-1A	Program Enrollments and Terminations. (Advanced-AA degrees, Professional-AS degrees and Occupational programs-Certificates.)
AA-1B	Undecided Enrollments
AA-1C	Supplemental and Apprenticeship Enrollments.
AA-1D	Special Sections Enrollment (Vocational)
AA-1E	First-Time In College, Early Exit, GED students.
EA-3	Developmental, Community, and Instructional Services. Other Personal Objectives Enrollment.

The data for this report are generated in part by the State Division of Community Colleges and the college Data Systems Department.

#### II. PLACEMENT AND FOLLOW-UP PROGRAM REPORTS (AA-2, AA-3, AA-4, AA-5)

The purpose of these reports is to provide placement and follow-up information on each program offered by the College. These reports are based on the student population for the preceding academic year.

Upon completion, the original is forwarded to the State Division of Community Colleges on or before June 15th of each fiscal year with copies remaining at the institution.

Report Name

Report Identifies

AA-2

This report deals with the placement of student completers and leavers who terminate the program in the prior academic year either by completing the program or by leaving the program.

AA-3

The AA-3 report deals with the follow-up of students who complete degree and certificate programs and those who leave the program prior to normal completion with the focus on information collected from students and employers which can be used to evaluate the successful achievement of program objectives. This report also provides a basis for making appropriate changes and updates to the programs.

AA-4

This report deals with employer follow-up. It is based on employer Rating Forms which are sent only to employers of those students (completers/leavers) who indicated that they were employed in a field related to their training.

AA-5

The AA-5 identifies the number of occupational preparatory completers who were employed in the field for which they were trained or for those employed in non-related fields who are not pursuing additional education. The second section of this report focuses on calculating the average hourly wage of those individuals employed full-time in fields for which they were trained.

The information contained in this report is primarily generated by mail-out surveys and telephone interviews initiated by the Placement and Follow-Up Specialist.

III. ANALYSIS OF STUDENT DEVELOPMENT STAFF

This is the first step in a comprehensive study relating to cost,



staffing patterns, staff workloads, and ratios of staff to students resulting in a quantitative measure of services rendered to students on the campuses. This study was initiated to assess current Student Development Services and to provide a springboard for formulating plans to upgrade student services in the future.

#### IV. STUDENT DEVELOPMENT COUNSELOR DATA FORMS

This pilot project was initiated in March 1981 to provide some measure of accountability for the counselor. In order to track the nature of counselor/student contacts, a data form was devised which provides the following information: campus, sex, ethnic group, nature of contact, student status, assessment information, time spent/time of day, and staff code. Each counselor completes one of these forms upon the departure of the student and forwards it to the Placement and Follow-Up Specialist's Office. At the end of each term the information on these forms is keypunched and run through the computer center. This printed data, when interpreted, gives an overview of staff/student ratio by campus, peak hours for counseling needs by students, type of student seen most often, frequency of questions which arise in the daily counseling setting, etc. This data can also be further developed by the many variables addressed by the SPSS software package.

#### V. APPLICANT QUESTIONNAIRES/STUDENT ASSESSMENT SURVEYS

This project, implemented in September 1981 provides an instrument for assessing ways in which the College can upgrade services to students (prospective/current) during the registration/application process. These data include mail-out surveys and telephone interviews of applicants/students for the preceding academic year 1980-81 and the current student population. The information gathered at this point is not yet final; however, the interpretation of the data thus far has given some insight into those areas of concern most frequently commented upon by the respondents.









## STANDARD EIGHT

### PHYSICAL RESOURCES

#### I. Relation Between Standard and Institutional Purpose

The committee evaluating this standard recognized the totality of the relationship between physical resources and the purposes of the College. Obviously, community college education occurs in a specific setting, and the physical plant provides that setting. Cultural enrichment also requires buildings that serve the dual purpose of providing the stage for such programs as concerts and plays, and of accommodating both college and community audiences. Physical development requires outdoor as well as indoor facilities. Once constructed, they must be maintained to create an academic setting which is conducive to learning. These facilities provide for educational opportunities, special services, recreation, and enrichment -- thus fulfilling all the stated purposes of Broward Community College.

#### II. Presentation and Analysis of Data A. Existing Facilities

The College operates at four major locations. The three campuses are situated in a generally north-south line running close to the Florida Turnpike, a major north-south highway. The Fort Lauderdale Center is located in downtown Fort Lauderdale.

The College opened in temporary facilities at the Fort Lauderdale Airport in 1960. In 1963 BCC began construction of Central Campus, near the town of Davie, on Forman Field, another airport. Later the College expanded north to Coconut Creek, south to Pembroke Pines, and east to downtown Fort Lauderdale. Central Campus has buildings that meet its needs at this time. Future College expansion is expressed in Master Plans for North and South Campuses which are available in the office of the Vice-President for Business Affairs. Master Plans are adjusted as the needs of the College change and legislative appropriations and intent dictate. The existence of Master Plans gives the College tools with which to respond to legislative requests for priorities.

The Master Plan for North Campus was developed by the Perkins and Will firm of Chicago. The Master Plan for South Campus was developed by the firm of Fernendino/Gratton/Spillis/Caandella of Coral Gables. These master plans

were developed following extensive planning within the College. Individual buildings are designed according to educational specifications recommended by those who will use the buildings. Once these specifications are approved, they are given to the architect, who submits schematic drawings to appropriate College personnel (including those who will use the building) for approval. All architectural designs must be approved by the State Department of Education.

The following is a general description of facilities at each location. The information for this examination was taken from the Facilities Inventory conducted by the State in July 1981. A summary of this inventory is provided as Appendix I. The full inventory is on file in the Self-Study Office.

#### Fort Lauderdale Center

The Fort Lauderdale Center was leased from the Landmark First National Bank in 1973 and was subsequently purchased in 1978. The bank currently leases space from the College but is intending to vacate in May 1983. The College has extensive renovation plans that include expansion of the facilities to provide classrooms to serve 3500 students annually. In its current state, the Center is in need of major electrical and mechanical repairs, as well as aesthetic changes. The original building is forty years old. Humidity is very high most of the year because the air conditioning system does not control it properly. Recently, a porcelain-coated metal fabric was used to resurface the entire exterior of the building, and a new roof was installed. These two changes provide greater energy efficiency, and if the other renovation plans are completed, the facility will provide an excellent educational setting for downtown Fort Lauderdale. The College currently occupies about 20,000 square feet of the facility. The offices of the President; Executive Vice-President; Vice-Presidents for Academic Affairs, Student Development, and Business Affairs; Purchasing, Personnel, Accounting, Registration, and other collegewide administrative functions are housed in this space. The classrooms in the building provide instruction in such areas as banking, real estate, and insurance.

#### Central Campus

Central Campus covers 150 acres. It is virtually complete. It contains approximately 550,000 square feet of space and is serviced by a central air conditioning system. This system does not currently have a heating capability. The hot water pipes have corroded to the point that they cannot carry water efficiently. This re-heat system was shut down approximately two years ago. The estimated cost of repair is \$1,000,000 and no funding is yet available. Thus during the winter months, the buildings are uncomfortably cold on the few days the temperature remains in the 50's. The real threat to the campus, however, is the continued use of high humidity air for cooling. The long range problems of increased equipment malfunction and deterioration have not yet been determined. In the meantime, the College has used an alternative heating source for two buildings and is continuing to explore other options on a building-by-building basis. Implementation of any such options will have to be funded out of the College operating budget, unless the College's attempts to secure special legislative funding



are successful.

Central Campus is currently replacing its main electrical system. This is scheduled for completion in 1982. The old system had become unreliable, and the new system will provide a surety of service during peak loads such as registration and will transfer maintenance of the system to the local power company, which will further reduce the costs for the College.

The buildings, which are generally of red brick facing, are attractively arranged in a traditional college setting. For the most part, they are in good repair and the grounds well maintained. The installation of new signs is under way and should enhance the traffic flow of pedestrians and automobiles.

Parking is adequate for students and staff, but illegal parking on grass and median strips continues to be a problem. To solve this, campus security personnel ticket the vehicles, with the fines collected being placed in a scholarship fund. The College recently increased the curbing around medians and parking lots as a safety measure and as another attempt to deter parking on the grass. An additional advantage of the curbing is that it will reduce the cost of replacement of irrigation equipment (sprinkler heads) which has been damaged by automobiles. A master curbing plan is being followed for future installations, and the majority of this plan will be implemented by the end of 1982.

Central Campus has no plans for new facilities in the near future. The main concern relative to physical resources will be maintenance. Programs and plans for this and related items will be covered later in this report.

### North Campus

North Campus is located on approximately one hundred acres and has 300,000 square feet of facilities. The cluster design includes second and third story covered walkways connecting most of the buildings. The newest building is BCC OMNI, a multi-purpose facility of about 55,000 square feet that is used both as gymnasium and auditorium with seating for 2400 people. It is also used as a classroom building.

The major problems at North Campus are air conditioning and automobile traffic; both are being remedied. First, the air conditioning problem is being resolved by converting the current system (a freon-expansion system) to a chilled-water system. The College received a \$750,000 appropriation to make this conversion which should be completed by the fall of 1982. There will be a significant reduction in the energy consumed to provide air conditioning when this project is completed.

The second major problem, automobile traffic, is being resolved by another legislative appropriation. The College received \$500,000 and is working closely with county and state officials to provide further ingress and egress to/from the campus, which involves construction of a road and two culvert-type bridges which will give access to additional parking. The next phase of the project, costing \$3,500,000, will be to complete entrance

and exit roadways and to provide two thousand additional parking spaces. The College continues to place heavy emphasis on this problem and has labeled it a "top priority" item with the legislature.

Another problem is the exterior maintenance of the facilities. When new, the extensive wood trim was aesthetically pleasing, however the Florida climate has caused rapid deterioration of this trim. The College must resolve this problem.

### South Campus

South Campus is composed of the Pines Plaza area which contains leased facilities and the new Judson A. Samuels Campus which consists of two new buildings on a 103-acre site. Approximately seventeen acres are now landscaped and irrigated.

The leased facilities house the library, classrooms, and offices. An addition to the leased area will house the classrooms and offices for the Nursing Program. The College wishes to vacate all leased facilities and move totally to the Samuels Campus as adequate construction funds become available.

The two new buildings on Samuels Campus house the administrative offices; computer, science, and secretarial laboratories; general classrooms; cafeteria; bookstore; counseling and advisement; registration; and bursar.

This campus is currently coordinating the efforts of the College, the county, and the Federal Aviation Administration to lease a former inspection station to house an Air Frame and Power Plant Program. A new regional library building is under construction at the campus. This is being built as a cooperative effort between the College and Broward County. This building contains approximately 60,000 square feet and will provide, in addition to both college and county library needs, a learning resources center for South Campus.

The emphasis on the Samuels Campus is expansion, and projections indicate that potential students are sufficient to fill additional buildings as they are constructed. The clear need is to develop resources to provide the necessary funding for the expansion. Priority is being placed on developing an Aviation Institute at the campus. The Samuels Campus is the only College site that provides aviation-related training and is located adjacent to a functioning airport. Additional needs, such as physical education facilities, are crucial if South Campus is to provide a comprehensive general education program.

## B. Support Service

### Security

Security is the responsibility of the Director of Physical Plant who works in coordination with the campus-based personnel.

The current system has College personnel working from 7:00 a.m. to 11:00 p.m. on weekdays, with a contracted security service working the night shift and weekends. This schedule was developed because the main functions of security during hours of student attendance are controlling traffic and providing directions and informal assistance (e.g., starting cars and helping people who are locked out of their cars). The nights and weekends are times when vandalism and theft most frequently occur. Because of the inherent danger to College security personnel in coping with vandals and thieves, the College contracted for professional security personnel to replace BCC personnel during these times.

Another change was the installation, on Central Campus, of a "sonitrol" security system to prevent vandalism and theft within empty buildings. The system detects sounds within a building, records them, and reports them through a control panel to police and security personnel.

Vandalism and theft have been sharply reduced with these two changes, which took effect approximately six months ago. Since that time, no major theft or act of vandalism has occurred, and minor incidents (e.g. motor-cycles tearing up grassy areas) have been sharply reduced. Prior to the change, a survey of College personnel indicated security to be inadequate; it is anticipated that College personnel will have a more positive attitude toward security in the future.

#### Fire/Accident Prevention and Inspection

The College is a member of the Florida Community College Risk Management Consortium, a self-insurance arrangement among twenty-seven of the twenty-eight public community colleges in Florida. The insurance covers all risks and perils and has available a Fire-Marshall-certified inspector to conduct annual inspections. A College employee is currently enrolled in a school providing Fire Marshal certification for inspections. This certification was mandated by the 1980 legislative session. The staff member is attending the first available school since that session. The in-house inspection capability will greatly facilitate the ability to recognize and correct deficiencies.

Fire protection is provided by the local fire departments at North Campus, South Campus, and the Fort Lauderdale Center. The county provides fire protection at Central Campus. Recently, the Board of Trustees approved annexation of the Central Campus land to the town of Davie which will reduce fire department response time. Because of recent bomb threats to the campuses, evacuation procedures and responses by fire departments have been tested and deemed very good. The bomb threats have all been hoaxes, but College policy has been fully implemented in every case. The policy is clear and provides for evacuation as a means of protection whenever there is a bomb threat. The search process is modified depending on the wording of the threat.

#### Transportation

The College currently has several vans, pickup trucks, and sedans for general



use by the staff. Other specialized vehicles, such as dump trucks and tractors, may be used only by trained and licensed personnel. The general-use vehicles are commonly employed for athletic team trips, student activities, off-campus meetings, and other purposes. Procedures are established outlining the use of College credit cards, expense processing, and emergency situations. Any use of personal vehicles by College staff for approved College business is reimbursed at \$.20 per mile.

Public bus service is available to all campuses, but "on campus" stops are provided only on Central Campus. When such stops are made available on other campuses, the College will provide appropriate waiting areas.

The College has made a major effort to assure that its facilities are accessible to the handicapped.

### C. Maintenance

The Director of Physical Plant is responsible for direct supervision of all Physical Plant personnel and reports to the Vice-President for Business Affairs.

Physical Plant maintenance is directed toward buildings and grounds at all four locations and is a centralized operation. Central Campus houses the majority of the staff in Buildings 23, 24, and 25. South Campus and the Fort Lauderdale Center have no maintenance staff. Instead, they are serviced on a project basis and by weekly routine maintenance schedules. North Campus, however, has several maintenance personnel. They handle routine buildings and grounds maintenance, with the specialized projects (e.g., major electrical and air conditioning repairs or major carpentry work) being handled by the collegewide staff at Central Campus. All work orders are processed through the supervisor who schedules the work on a routine basis unless an emergency exists. It is difficult to specify the number of maintenance personnel assigned to a location inasmuch as staff assignments are based on projects, not locations. For example, the painters, whose shop is located on Central Campus, may spend little time there while working on projects at other locations. The same can be said for carpenters, cabinet-makers, and general tradesworkers.

Over the past several years the most pressing maintenance problem at the College has been the electrical delivery system at Central and North -- more specifically, the high voltage lines that run from the main powerline to the transformers on campus. From the transformers to the buildings and within the buildings, the electric system has been adequate. However, from "the street" to the transformers, several breaks in the line have caused power failures on both Central and North Campuses. On Central Campus the solution has been to replace all the aging and deteriorated powerlines and transformers and to contract with Florida Power and Light Company to do the work. Florida Power and Light has also assumed responsibility for maintaining the lines at no cost beyond the original contract. Therefore, the College will be relieving itself of a costly maintenance problem and increasing reliability by putting in a new system. On North Campus, the main problem was connection points in the main powerline that were continuously under

water. A change was made to above-ground connections for electrical powerlines, thus eliminating thirteen submerged lines. This change should alleviate the problem at North Campus.

As in most Florida colleges, roofs are a continual problem. BCC has received a special appropriation from the Legislature to replace several deteriorated roofs on Central Campus. During the 1981-82 year, Buildings 13, 17, and 19, as well as the Fort Lauderdale Center, received new roofs. Other roofs will be examined and replaced as resources allow.

In order to utilize the maintenance staff most efficiently, an effort has been made to reduce disruptions to maintenance calendars by contracting with specialized firms to handle major air conditioning and electrical problems. As these firms become more familiar with the College and as the maintenance calendar is more strictly adhered to, there will be fewer major breakdowns, and changes in College staff will not have a negative effect on the operation of the College. In addition, specialized equipment such as elevators and computers, costly business and audio-visual equipment, and services such as pest control and water treatment in cooling towers are placed on maintenance contracts in accordance with State regulations to assure longevity of equipment and rapid repair when needed.

The Director of Physical Plant sets priorities for all work (in-house or contracted) and assigns appropriate staff to meet the needs.

Maintaining the grounds of the College, which cover approximately 350 acres (see Appendix II), is also a centralized operation, but grounds maintenance staff are located on the various campus sites. North and Central Campuses have both groundskeepers and gardeners; South Campus currently has a gardener, with the Central Campus staff providing major grounds care (mowing, fertilizing, etc.). The Fort Lauderdale Center is serviced by the Central Campus staff. The grounds section has a supervisor and a horticulturist who plans fertilizing, watering, and herbicide treatment schedules as well as providing recommendations to the Director of Physical Plant for proper design and planting. Several projects have been completed on Central Campus by students in the Landscape Technology program.

Custodial services are the responsibility of the Director of Physical Plant, with a Supervisor of Custodial Services reporting directly to him. The custodians are located at the various campuses and are assigned to specific areas. They do not change locations unless there is an emergency. During the past two years, the College has increased the responsibility of custodians from 14,000 to 20,000 feet per custodian. It was determined that the addition of new buildings would not require new staff if reassignments and adjustments were made in the type of space cleaned. Except for a few daytime custodians (three at Central, two at North, one at South, and one part-time at the Fort Lauderdale Center), the custodial work is done between 10:30 p.m. and 7:00 a.m.

Prior to July 1, 1981, the custodial staff had an exceptionally high turnover rate. The excessive number of vacancies caused severe uncleanness, despite efforts made by the staff employed. However, effective July 1, 1981,



a significant salary increase occurred in all classified staff positions. This has reduced the turnover, but the custodial area still has the highest turnover of Physical Plant personnel, causing continued inefficiencies.

In order to increase efficiency, the College is purchasing specialized equipment in both grounds-maintenance and custodial areas. Virtually all grass mowing is done by tractor with minimal mowing done by hand mowers. This is accomplished by using the proper equipment and designing the landscape planting to allow this type of maintenance. Proper curbing is currently being installed to preclude costly repairs of sprinkler heads damaged by vehicles. In the custodial areas, vacuums, extractors, shampooing equipment, etc., lessen work hours spent in cleaning carpets. The College continues to explore and to use processes and procedures for becoming more efficient and effective wherever possible.

A part of efficiency is a well-trained staff. In an attempt to build such a maintenance staff, the College has initiated a training program which allows employee advancement with additional training. An outline of this concept is provided in the memorandum shown as Appendix III.

The overall maintenance effort at the College has been to establish performance standards and to achieve these standards by using available resources to the best advantage. Even though custodial services continue to be a problem, the general appearance of buildings and grounds indicates the Physical Plant area is satisfactorily using its resources.

#### D. Fiscal Management

Broward Community College is funded by state appropriations, tuitions, and a very small amount of federal dollars. No local tax money is used to fund the College.

The state funding is based on a formula tied to Full Time Equivalent (FTE) students and the cost per FTE as it varies per program. A narrative description of the state funding formula and several descriptive charts are provided as Appendix IV.

The Board of Trustees approves the College budget which is submitted to the State for further approval. The available funds are allocated based on the budget. The previous year's budget is the base on which the successive year budget is built, with additional programs and personnel being considered along with staff salary increases and equipment needs.

Capital expenditures (buildings) are funded separately by the State by appropriations based on either educational needs established by a priority list or a special legislative appropriation. All equipment and maintenance needs are funded through the general operating budget unless a specifically designated appropriation is received from the legislature. Such earmarked funds have been available for Health and Safety, Fire Safety, and Library book needs. However, current funding only sets aside monies for Library books. Additional specific funding appropriations are not anticipated.

The efforts of the College to safeguard its assets through insurance (Property and Casualty) have been greatly enhanced during the past year with the development of the Florida Community College Risk Management Consortium. This is a collective self-insurance effort among twenty-seven of the twenty-eight public community colleges in Florida. The coverage provided the College is all risks and all perils which is substantially better than that previously provided by private insurance companies, and the cost is approximately 50 percent less.

One of the most pressing concerns that confronts the College is the cost of utilities. A report is provided (Appendix V) which outlines the progress made in reducing kilowatt consumption and shows the inability to reduce successive years' expenditures because of increased rates. The management of energy costs will be improved by the changeover to a chilled-water system at North Campus. However, Central Campus remains a problem, with the only management technique available being a reduction in air conditioning. The problems associated with this technique have already been discussed. South Campus has potential for management problems if the campus continues to grow without development of a central utility plant. The Fort Lauderdale Center system is old and in need of continual maintenance. If funding to renovate the entire facility does not become available, major expenditures for maintenance of the air conditioning system and for high energy consumption are imminent.

The College inventory system has just received a satisfactory rating by the State auditors and is in compliance with State laws and regulations, as well as College guidelines. However, control continues to be a problem as assets are moved from one location to another. Measures such as an annual inventory conducted through responsible personnel have provided satisfactory control, but can be enhanced through use of computers for the purchasing, receiving, and inventory process. Such computer use is high on a list of priorities, with a functional computer program from another college readily available to aid implementation.

### III. Projections

Any projections for future physical facilities at the College will be provided in a Facilities Survey conducted by the State Department of Education in April 1982. The survey report is not available at this time. It would be premature to project approved facilities before Board or State approval of the Facilities Survey report is given.

In general terms, any new facilities at BCC will be directed mainly at North and South Campuses, with some special needs for renovation being addressed at the Fort Lauderdale Center and Central Campus.

Once the Facilities Survey is approved, it will be updated annually and will be a planning tool for the College. The last survey was completed in 1975 and is in need of updating. Any funding for projected facility needs will have to come from State funding which is not projected to be sufficient to meet all educational needs in the state. Therefore, meeting facility needs

will be dependent almost totally on the annual political process associated with obtaining special legislative appropriations. A review has been made of Federal funding available, and the prospects look less favorable at that level than at the State level.

#### IV. Strengths

The general appearance of the campuses is a positive asset to the community and serves to enhance the College's position as an educational institution. Continued efforts are being made to manage energy costs by conversion from an expansion system to a chilled-water system at North Campus and by a re-roofing plan at Central Campus. Changes in the electrical system on both these campuses will also bring about long-range cost reductions.

In two decades, the College has managed to provide the basic physical facilities required for the education of thousands of degree-seeking students in liberal arts and in a broad spectrum of technical fields ranging from aviation to nursing. In addition, its facilities have been made available to the community for non-credit courses and for cultural enrichment programs.

While this vast expansion in physical facilities has not been without its problems, the physical facilities have enhanced the efforts of the College to fulfill its purposes.

#### V. Weaknesses and Suggestions

Custodial service has been a continuous problem. Even though salaries in this area were increased in order to help lower the turnover rate of custodial employees, this rate is still high, and custodial services are not consistently at an acceptable level of cleanliness throughout the College.

##### Suggestion

The College should examine, in detail, its custodial services program and continue to make improvements until an acceptable level of cleanliness can be assured.

A proposal was developed relative to needed training programs for building maintenance personnel (Appendix III). As of the writing of this report, this training plan has not been implemented.

##### Suggestion

The proposed training plan for maintenance personnel should be implemented as soon as possible.

The College does not currently have a collegewide plan for preventive maintenance and replacement of major items of physical equipment.



### Suggestion

The College should develop a plan for preventive maintenance and replacement of major items of physical equipment.

The only example of using the talents of faculty and students in programs to aid in maintenance and service is in Landscape Technology. The College has a number of technical programs which could provide mutually beneficial assistance.

### Suggestion

The College should provide a means of utilizing the talents of students and personnel in related technical programs in assisting in the maintenance of physical facilities and related equipment.

Deteriorating wood on North Campus building exteriors is an immediate problem. Efforts to maintain and repair these exteriors have not been successful.

### Suggestion

The College should have experts study the condition of these exteriors and then recommend appropriate measures for repair or replacement.

## VI. Summary

The charge to this committee was to evaluate Broward Community College's physical resources. The committee defined its task as a visual survey of the sites, their security, their maintenance, and related services such as utilities. An attempt was also made to define the perception of these areas by administrators, faculty, and students as identified through the Needs Assessment Survey and Self-Study questionnaires. This final report reflects a synthesis of material from these sources which the committee deemed relevant to its original charge.

Following a master plan, three major campuses are being developed. College offices are now located at the Fort Lauderdale Center with some course offerings at this site. Security is provided by College personnel and a contracted security service. Fire inspection is by a certified inspector on an annual basis. Fire protection is provided by local fire departments.

Maintenance of the buildings is the responsibility of the Director of Physical Plant. The maintenance staff is primarily centralized. Grounds maintenance is also centralized. Custodial service has been an obvious problem area. Excessive turnover of this staff has led to dissatisfaction with the level of custodial service supplied to the College.

Funding for the College is provided by State appropriations based on a Full-Time Equivalency formula, by student tuition, and by a small amount of Federal money. New buildings are funded by special state appropriation.

Programs which have decreased power usage are successful, but increased rates have negated the effect of such savings. Air conditioning is the major power user and the systems in place are in need of maintenance.

The latest Facilities Survey will provide a planning mechanism for the College. It is assumed that expansion will be directed toward South and North Campuses and renovation will be directed toward Central Campus and the Fort Lauderdale Center.

During its work, the committee elicited a number of criticisms of the College's facilities which dealt with limited problems rather than college-wide or campus-wide problems. The committee did not believe that it had the expertise to decide on the validity of these criticisms in view of the pressure for competing needs. These criticisms are on file in the Self-Study Office.

The College has been and will continue to be an asset to the community. It provides a broad range of educational opportunities to its students, is available to the community for cultural enrichment, and presents a positive image through attractive physical facilities.



# APPENDIX I

## PHYSICAL PLANT FACILITIES INVENTORY SUMMARY

### FORT LAUDERDALE CENTER

<u>BLDG.</u>	<u>CONDITION</u>	<u>OCCUPATION DATE</u>	<u>LAB</u>	<u>OFFICES</u>	<u>CLASS- ROOMS</u>	<u>CONFERENCE</u>	<u>COST CONSTRUCTION</u>
1010 College Administration	Satisfactory	1972		29	5	2	704,000
<u>NORTH CAMPUS</u>							
3 Interim Bldg.	"	1974		4	3		265,300
7 Classroom	"	1979	4	24	14		1,226,000
8 Student Services	"	1977			4		1,008,941
9 Library	"	1974		16	7		666,200
10 Eng. Tech	"	1974	4	18	4	1	663,000
16 Art Bldg.	"	1975	2	17	7		691,642
17 Bus. Adm.	"	1974	2	8	3		700,700
22 Behavioral Science	"	1975		23	15	2	688,530
31 Omni Bldg.	"	1980	2	9	4		3,358,407
35 Utility Plant	"	1979					972,848

### SOUTH CAMPUS

4 General Bldg.	"	1980	2	24	5	1	?
301 Pines Center	"	1977	2	24	7	1	Rental
401 Great Value Annex		1978	0	11	6		"
101 Hollywood Center		1971	1	5	2	0	"

# APPENDIX I Continued

CENTRAL CAMPUS		OCCUPATION DATE	LAB	OFFICES	CLASS- ROOMS	CONFERENCE	COST CONSTRUCTION
BLDG.	CONDITION						
5	Administration	1963		46	2	2	260,000
6	Horticulture	1965					7,000
7	Student Services	1969		21	12	18	904,000
8	Criminal Justice	1970	2	6	4	1	373,600
10	Bookstore	1963					89,000
12	Bailey Hall	1979					5,378,274
15	Classroom	1965		1	27		410,000
20	Physical Plant	1967					130,000
21	Grounds Equipment	1967					22,000
22	Repair Bldg.	1967					22,000
25	Data Processing	1963	3	13	2	1	102,000
30	Lecture Hall	1970		19	3		130,000
35	Fine Arts	1966	7	15	2		300,000
40	Gym	1965		19	5		601,000
45	Aquatic Complex	1975					300,000
46	Mechanical Pumphouse	1975					23,638
47	Aquatic Toilets	1980					24,990
50	Hospitality Center	1967					845,000
55	Men's Locker	1965			3		142,000
60	Library	1963	8	19	5		545,000
65	Faculty	1965		42		2	133,000
70	Planetarium	1965		4			100,000
75	Science	1963	8	23	6	1	378,379
76	Science Lecture	1963					94,487
80	Tech Lab	1963	12	22	2	1	141,000
85	Tech Classroom	1967	8	51	13	1	682,000
90	Bookstore Admin.	1967					17,000
95	Observatory	1973					6,000

# APPENDIX II

## Broward Community College

College No. 001500

### Site Inventory

Site Number	Site Name	Site Type	Area - Acres	Ownership	Length Holding	No. of Facil.	A C Q U I S I T I O N Means	Cost Init. Date	Book Value Dollars	Last Update
10	Central	Campus	149.04	Fee Simple		29	Gift	0 1968	85,672 7/74	12/15/77
11	College Adminstr	Admin Cent	1.00	Fee Simple		1	Purchase	2,200,000 2/78	2,200,000 1/79	5/01/79
20	North	Campus	113.70	Fee Simple		10	Gift	0 1968	216,912 7/74	12/15/77
30	South Campus	Campus	102.00	Fee Simple		5	Purchase	1,228,750 1976	1,228,750 1977	4/21/80
31	Hollywood Ctr	Instructnl	0.10	Leased-Nom	1 Yr	0	Leased	1980		4/21/80
32	Pines Center	Instructnl	0.50	Leased-Nom	1 Yr	0	Leased	1980		4/21/80
33	Great Value Anx	Instructnl	0.20	Leased-Nom	1 Yr	0	Leased	1980		4/21/80
34	Tigertail lake	Instructnl	3.00	Leased-Nom	1 Yr	2	Leased	1980		4/21/80



### APPENDIX III

#### Training Program for Building Maintenance

TO: Jay Carr  
FROM: Kirk Murray  
SUBJECT: Training  
DATE: November 30, 1981

As we discussed on November 24, 1981, a committee will be established to review and implement the training program for the building maintenance area. The committee will be composed of the two Trades Supervisors, the chief union steward, the Supervisor of Grounds, the Supervisor of Custodial Services, and the Supervisor of North Campus Operations. The Director of Physical Plant will serve as an ex officio member of the committee. The committee will review and approve entry into the training program at the Tradesworker I level.

The entrance level to the building maintenance career ladder will begin at the Maintenance Helper, grade II level. In order to be hired at this level, one must have previous experience at Broward Community College and show some aptitude for mechanical work or have at least one year of some type of related work experience outside of the College.

Once employed at the Maintenance Helper level, the person must complete two years of full-time work at the College and during that two years, show evidence of the skills and abilities needed to perform at the next higher level. At the end of the two years, the committee will review whether that person is eligible to move up to the grade 13 level to the Tradesworker I level.

Once at the Tradesworker I level, the employee must complete an additional two years of work at the Broward Community College while completing the four courses in electrical and air conditioning mechanics. After one year of experience and satisfactory completion of the first two courses, the employee will receive an annual salary increase of \$250. At the completion of the two years of experience and the four courses, promotion to Grade 16, Tradesworker II level is automatic.

The Tradesworker II will be expected to perform journeyman level work and will be able to exercise individual judgement and be able to work independently. No further automatic promotions are available.

The Tradesworker III, Grade 19, will be held as a lead worker position.



No promotion to this level will be available unless a position opens up either through retirement, resignation, or the creation of a new position. An employee at this level would function as a crew chief working with very limited direction from the Trades Supervisor.

As agreed, Chris Long and you will work with the vocational-technical people at the School Board to design courses that specifically meet our needs. The courses need a minimum of 12 people in order to be presented and, therefore, the burden of reaching the class size of 12 will be split between the School Board and the College. All expenses of the course, i.e., books, tuition, will be paid by the employee.

If there are any questions, let's reconvene and answer them.

KM:cc

cc: Dr. A. Bielen  
Colleen Hayes  
Chris Long

## APPENDIX IV

### COMMUNITY COLLEGE STATE FUNDING PROCESS

State funds provided for Florida's community college districts are determined and distributed as part of the Community College Program Fund (CCPF). The CCPF process is basically a formula or model used to predict total dollar need from which income from student fees, is deducted on a college-by-college basis to arrive at the State subsidy required to meet the total need.

Colleges are divided into two groups -- Large (1600 FTE and over), and Small (less than 1600 FTE). The dollar amount needed is predicted for each group by an analysis of actual expenditures in the previous year by course and program. Expenditures from federal and other local sources of funds are excluded from the cost data. The weighted average cost per full-time equivalent student for all programs in all colleges in each group is adjusted for the price level change expected to occur between the cost analysis year and the year of the appropriation. This adjusted average becomes the unitary or 1.0 total need funding level for each group of colleges.

The course costs are aggregated to 31 specific disciplines in three major programs -- Advanced and Professional; Occupational; and Developmental. Adult education is a discipline category within the Developmental Program. Community Instructional Services Programs are included in the analysis of cost, but are not included in the CCPF process for funding. Each of the 31 disciplines has a funding level which is simply the ratio of the system-wide weighted average cost of the discipline to the system-wide weighted average cost of all disciplines for each group, thus, the funding levels or weighting factors are self-adjusting from year to year, based on the actual cost of providing instructional services in a given discipline.

The total dollars needed at each college is calculated by multiplying the cost level for each discipline times the value of cost level 1.0 and that product times the projected FTE enrollments in each discipline. The portion of State funds to be received is then determined by deducting from the total dollar need revenue from student fees in an amount equal to \$462 for each "credit" FTE enrollment, \$166 for each "non-credit" FTE enrollment. No student fee deduction is made for Adult Elementary and Secondary Instructional programs or public high school students earning credit for high school graduation.

If the Legislature appropriates the dollars requested based on the formula, the funds are allocated back to the colleges in the same manner as the need was generated. The need formula thus becomes an allocation formula. In the event that the appropriation is less than requested or that the projected enrollment is limited in the appropriation bill, the unitary

values are adjusted accordingly and the formula recalculated so that each college maintains its proportionate share of the total appropriation.

The appropriation request is made to the Legislature using the process described above, however, the Legislature may change or adjust some of the variables in the formula. These adjustments are interpreted as expressions of policy by the Legislature. The FTE enrollment upon which the appropriation is based and the amount per FTE to be deducted for student fees are examples.

The FTE enrollment projected for each college as modified by the Legislature becomes the "assigned FTE". If a college falls short of its assigned FTE by more than 5%, an adjustment is made in the following year amounting to that portion of the State appropriation that equates to the direct cost of instruction. There is no adjustment for exceeding the assigned FTE.

The 1981 Legislature added a new variation. The House and Senate had a major difference in policy with regard to growth. The Senate proposing more dollars but no growth in FTE. The conference committee compromise was to assign FTE at half the difference between the two but to calculate the basic formula using the 1980-81 enrollments and fund growth for each college based on the increases in the assigned FTE for 1981-82 over the 1980-81 FTE enrollments at one half the unitary value. Enrollment decreases determined as the difference between the assigned FTE for 1981-82 and the assigned FTE for 1980-81 were also funded at one half the unitary value. Each college was to receive at least 10.77% more than the amount received in 1980-81.

jre  
10/81

## Florida's Community College Program Fund (CCPF)

The Formula (Process) is based upon the actual costs of instruction per full-time equivalent (FTE) student as determined by an analysis of college costs during the most recent year of operation. The cost analysis procedure distributes and allocates expenditure data to courses and disciplines within the following instructional programs: Advanced and Professional; Occupational; Developmental; and Community Instructional Services (excluded from the CC PF computation since 1976-77).

For each discipline group within the four programs, the following types of costs are identified:

### Direct Cost -

1. Instructor Salaries
2. Other Salaries Related to Instruction
3. Supplies and Services for Instructional Departments

### Indirect Cost -

1. Non-instructional Salaries
2. Libraries and Student Services
3. General College Administration and Logistical Services

The two types of costs are combined to establish the full cost of instruction per FTE by discipline and program.

The community college program funding formula uses the cost analysis data to establish the following factors as a basis of estimating the need for state funds.

Factor No. 1 - Colleges are divided into two groups Large (above 1600) and small (1600 and below). After expenditure of funds from federal sources and sources other than student fees are removed from the cost data, the weighted average full cost of instruction per FTE for all colleges is determined. Cost differentials, due to scale of operation are thus recognized.

### Factor No. 1

#### Cost Differential Due To Scale Of Operation

	<u>Above 1600 FTE</u>	<u>1600 FTE and Less</u>
Total Expenditure/FTE	\$1,720.22	\$2,150.44
Less Expenditures From:		
Federal Funds	142.78	178.49
Other Local Revenue	<u>25.80</u>	<u>32.26</u>
Cost Base For CC PF	<u>\$1,551.64</u>	<u>\$1,939.69</u>



Factor No. 2 - Within each size group, relative cost differences among the disciplines are recognized by establishing "discipline cost levels." The "cost levels" are simply the statewide average cost of a given discipline divided by the statewide average cost of all disciplines.

Example of Cost Levels:

$$\frac{\text{Biological Science Cost}}{\text{Average Cost All Disciplines}} = \frac{\$2,100}{\$1,500} = 1.40 \text{ Cost Level}$$

$$\frac{\text{Foreign Language Costs}}{\text{Average Cost All Disciplines}} = \frac{\$1,300}{\$1,500} = .87 \text{ Cost Level}$$

Factor No. 3 - The average cost per FTE of all disciplines for each group is adjusted for price level changes projected to occur between the year of the cost analysis and the budget year. The price level adjusted average cost then becomes the estimated total cost per FTE for discipline cost level 1.0. This is referred to as the "Total Need Unitary Value."

Calculation Of Total Need Unitary Value:

	<u>Large Colleges</u>	<u>Small Colleges</u>
Statewide Average Cost/FTE 1979-80	\$1,551.64	\$1,939.69
Plus Price Level Adjustment-20.2%	<u>313.43</u>	<u>391.82</u>
Total Need Value - 1980-81	\$1,865.07	\$2,311.51

The total state support dollars required is calculated by multiplying the total need unitary value times the cost level for each discipline times the projected FTE enrollment in each discipline for each college. The sum of the products of the multiplication for all colleges represents the systemwide total need. Student fees are deducted from the total need for each discipline based on an average rate per FTE for credit and non-credit courses. The balance is the need for state support and is presented to the legislature as a request for appropriations.

If the legislature appropriates the dollars requested based on the formula, the funds are allocated back to the colleges in the same manner as the need was generated. The need formula thus becomes an allocation formula.

In the event that the appropriation is less than requested or that the projected enrollment is limited in the appropriation bill, the unitary value is adjusted accordingly and the formula recalculated so that each college maintains its proportionate share of the total appropriation.



Example Of Calculation For State Support:

College A - Large Group Total Need Unitary Value - \$1,865.07

<u>Discipline</u>	<u>Cost Level</u>	<u>Projected Cost Per FTE</u>	<u>Projected FTE</u>	<u>Generated Ttl. Need</u>	<u>Student Fees \$462 Credit/ \$166 Non-Cr.</u>	<u>State Funds</u>
<u>Advanced &amp; Professional -</u>						
Business & Management	.87	\$1,622.72	X 150	= \$ 243,408	\$ 69,750	\$ 127,658
Physical Science						
Natural & Applied Science	1.05	1,958.32	X 170	= 322,914	79,050	253,864
<u>Occupational -</u>						
Health (Tech)	1.56	\$2,909.70	X 85	= \$ 247,324	\$ 39,270	\$ 208,054
Trade & Industry (S/S)	.98	1,827.89	X 200	= 365,578	33,200	332,378
<u>Developmental -</u>						
Compensatory	.98	\$1,827.89	X 100	= \$ 182,789	\$ 46,200	\$ 136,589
Adult	.71	1,324.20	X 200	= \$ 264,840	\$ -0-	\$ 264,840
College Total:		\$1,808.68	905	<u>\$1,636,853</u>	<u>\$ 267,470</u>	<u>\$1,369,383</u>

College B - Small Group Unitary Value - \$2,311.51

<u>Discipline</u>	<u>Cost Level</u>	<u>Projected Cost Per FTE</u>	<u>Projected FTE</u>	<u>Generated Ttl. Need</u>	<u>Student Fees \$462 Credit/ \$166 Non-Cr.</u>	<u>State Funds</u>
<u>Advanced &amp; Professional -</u>						
Business Management	.83	\$1,918.55	X 80 =	\$ 153,484	\$ 36,960	\$ 116,524
Physical Science { Natural & Applied Science	1.15	2,658.24	X 70 =	186,077	32,340	153,737
<u>Occupational -</u>						
Health (Tech)	1.23	\$2,843.16	X 40 =	\$ 113,726	\$ 18,480	\$ 95,246
Trade & Industry (S/S)	.93	2,149.70	X 65 =	139,730	10,790	128,940
<u>Developmental -</u>						
Compensatory	1.27	\$2,935.62	X 20 =	\$ 58,712	\$ 9,240	\$ 49,472
Adult	.77	1,779.86	X 30 =	\$ 53,396	\$ -0-	\$ 53,396
College Total:		\$2,311.89	X 305	\$ 705,125	\$ 107,810	\$ 597,316
<u>System Total - Colleges A &amp; B -</u>						
		\$1,935.52	X 1,210 =	\$2,341,978	\$ 375,280	\$1,966,699

Funds are allocated to the colleges using the projected FTE enrollments. If a college does not actually serve the projected FTE students within 5%, funds are adjusted in the next year by an amount equal to the state share of the direct cost of instruction. If a college actually serves more than the projected FTE students, no adjustment is made.

#### Modification By 1981 Legislature

The 1981 legislature appropriated funds on a policy of limited growth. The enrollments assigned were a compromise between the estimated actual enrollments for 1980-81 (FA3 Reports) and the division projection for 1981-82. But they funded both growth and declining enrollments at one-half the unitary value. Therefore, the formula was run, driven by the FA381 FTE enrollment file. Growth enrollments were determined as the difference between the FA381 and the assigned enrollment for 1981-82 for each college. Declining enrollments were determined as the difference between the assigned FTE for 1980-81 and the assigned FTE for 1981-82. Each college received funds for both situations at the rate of one-half the unitary value.

Adjustments were made so that each college received at least 10.66% more dollars than they received the previous year.

# COMMUNITY COLLEGE FUNDING FORMULA

## Florida Community Colleges

### Distribution of Dollars for Growth Enrollment

Colleges	Allocated FTE	Projected FTE	Growth Enrollments	.5 Projected Unit Value	Growth Dollars
Brevard	8,998.2	8,988.2	0.0	0.00	0.00
Broward	12,175.9	12,587.4	411.5	933.54	384,150.00
Central Florida	3,664.4	3,662.0	0.0	0.00	0.00
Chipola	1,434.9	1,443.9	9.0	1,167.47	10,507.00
Daytona Beach	8,640.3	8,924.4	284.1	933.54	265,217.00
Edison	3,107.5	3,204.2	96.7	933.54	90,273.00
Florida J.C. at Jacksonville	18,977.5	18,988.6	11.1	933.54	10,362.00
Florida Keys	1,167.4	1,188.5	21.1	1,167.47	24,634.00
Gulf Coast	2,924.4	3,026.6	102.2	933.54	95,407.00
Hillsborough	8,475.2	8,394.3	0.0	0.00	0.00
Indian River	5,834.7	6,060.0	225.3	933.54	210,325.00
Lake City	3,103.7	2,977.9	0.0	0.00	0.00
Lake Sumter	1,333.4	1,350.0	16.6	1,167.47	19,380.00
Manatee	3,823.7	3,861.3	37.6	933.54	35,101.00
Miami-Dade	35,039.7	35,057.0	17.3	933.54	16,150.00
North Florida	827.9	868.8	40.9	1,167.47	47,750.00
Okaloosa-Walton	3,023.6	3,105.4	81.8	933/54	76,363/00
Palm Beach	6,880.8	7,182.2	301.4	933.54	281,367.00
Pasco-Hernando	2,300.3	2,404.8	104.5	933.54	97,554.00
Pensacola	11,008.3	11,093.3	85.0	933.54	79,350.00
Polk	3,447.4	3,433.6	0.0	0.00	0.00
St. Johns River	1,194.0	1,196.7	2.7	1,167.47	3,152.00
St. Petersburg	11,321.9	11,579.6	257.7	933.54	240,572.00
Santa Fe	7,462.4	7,697.1	234.7	933.54	219,101.00
Seminole	6,366.5	6,400.7	34.2	933.54	31,927.00
South Florida	1,381.5	1,450.0	60.5	1,167.47	79,972.00
Tallahassee	2,788.4	2,905.6	117.2	933.54	109,410.00
Valencia	7,550.5	7,787.7	237.2	933.54	221,435.00

COMMUNITY COLLEGE FUNDING FORMULA

Florida Community Colleges

Distribution of Dollars for Declining Enrollment

Colleges	Allocated FTE	Projected FTE	Declining Enrollments	.5 Projected Unit Value	Declining Dollars
Brevard	8,661.8	8,988.2	0.0	0.00	0.00
Broward	11,652.1	12,587.4	0.0	0.00	0.00
Central Florida	3,497.9	3,662.0	0.0	0.00	0.00
Chipola	1,421.2	1,443.9	0.0	0.00	0.00
Daytona Beach	8,640.4	8,924.4	0.0	0.00	0.00
Edison	2,972.1	3,204.2	0.0	0.00	0.00
Florida J.C. at Jacksonville	18,833.9	18,988.6	0.0	0.00	0.00
Florida Keys	1,109.1	1,188.5	0.0	0.00	0.00
Gulf Coast	2,991.4	3,026.6	0.0	0.00	0.00
Hillsborough	8,384.3	8,394.3	0.0	0.00	0.00
Indian River	6,052.3	6,060.0	0.0	0.00	0.00
Lake City	2,972.5	2,977.9	0.0	0.00	0.00
Lake Sumter	1,312.9	1,350.0	0.0	0.00	0.00
Manatee	3,582.3	3,861.3	0.0	0.00	0.00
Miami-Dade	33,608.7	35,057.0	0.0	0.00	0.00
North Florida	968.3	868.8	-99.5	1,167.47	116,163.00
Okaloosa-Walton	3,034.4	3,105.4	0.0	0.00	0.00
Palm Beach	6,488.2	7,182.2	0.0	0.00	0.00
Pasco-Hernando	2,183.7	2,404.8	0.0	0.00	0.00
Pensacola	10,996.9	11,093.3	0.0	0.00	0.00
Polk	3,467.4	3,433.6	-33.8	933.54	31,553.00
St. Johns River	1,231.0	1,196.7	-34.3	1,167.47	40,044.00
St. Petersburg	10,896.2	11,579.6	0.0	0.00	0.00
Santa Fe	7,335.6	7,697.1	0.0	0.00	0.00
Seminole	5,846.5	6,400.7	0.0	0.00	0.00
South Florida	1,266.4	1,450.0	0.0	0.00	0.00
Tallahassee	2,674.5	2,905.6	0.0	0.00	0.00
Valencia	7,219.2	7,787.7	0.0	0.00	0.00
System Total:	179,301.2	186,819.8	-167.6	0.00	187,760.00



# COMMUNITY COLLEGE FUNDING FORMULA

## Florida Community Colleges

### Total Adjusted Allocation

Colleges	Calculated Base Program	Declining Dollars	Growth Dollars	Adjusted Dollars	10.77% Min. Increase	Total State Funds
Brevard	13,169,138	0.00	0.0	13,169,138	-161,753.0	13,007,385
Broward	17,739,037	0.00	384,150.0	18,123,187	-222,603.0	17,900,584
Central Florida	5,568,566	0.00	0.0	5,568,566	-38,367.0	5,530,199
Chipola	2,858,246	0.00	10,507.0	2,868,753	-35,236.0	2,833,517
Daytona Beach	12,800,196	0.00	265,217.0	13,065,413	-160,479.0	12,904,934
Edison	4,470,999	0.00	90,273.0	4,561,272	-56,025.0	4,505,247
Florida J.C. at Jacksonville	27,392,235	0.00	10,362.0	27,402,597	1,155,410.0	28,558,007
Florida Keys	2,311,069	0.00	24,634.0	2,335,703	-28,689.0	2,307,014
Gulf Coast	4,176,226	0.00	95,407.0	4,271,633	-34,395.0	4,237,238
Hillsborough	12,261,975	0.00	0.0	12,261,975	-150,611.0	12,111,364
Indian River	8,376,540	0.00	210,325.0	8,586,865	60,578.0	8,647,445
Lake City	4,875,127	0.00	0.0	4,875,127	-59,880.0	4,815,247
Lake Sumter	2,515,067	0.00	19,380.0	2,534,447	-31,130.0	2,503,317
Manatee	5,693,669	0.00	35,101.0	5,728,770	-70,365.0	5,658,405
Miami-Dade	50,916,518	0.00	16,150.0	80,932,668	146,394.0	51,079,062
North Florida	1,617,647	116,163.00	47,750.0	1,781,560	214,238.0	1,995,798
Okaloosa-Walton	4,298,373	0.00	76,363.0	4,374,736	-53,734.0	4,321,002
Palm Beach	10,041,454	0.00	281,367.0	10,322,821	-123,792.0	10,196,029
Pasco-Hernando	3,332,828	0.00	97,554.0	3,430,382	-42,134.0	3,388,248
Pensacola	16,127,898	0.00	79,350.0	16,207,248	363,725.0	16,570,973
Polk	5,162,580	31,553.00	0.0	5,194,133	40,592.0	5,234,725
St. Johns River	2,261,030	40,044.00	3,152.0	2,304,226	-28,302.0	2,275,924
St. Petersburg	16,503,276	0.00	240,572.0	16,743,848	-205,660.0	16,538,188
Santa Fe	11,433,361	0.00	219,101.0	11,652,462	-143,124.0	11,509,338
Seminole	9,163,468	0.00	31,927.0	9,195,395	-112,945.0	9,082,450
South Florida	2,664,427	0.00	79,972.0	2,744,399	-33,709.0	2,710,690
Tallahassee	3,907,474	0.00	109,410.0	4,016,884	-49,338.0	3,967,546
Valencia	10,823,730	0.00	221,435.0	11,045,165	-135,665.0	10,909,500
System Total:	272,462,154	187,760.00	2,649,459.0	275,299,373	2.0	275,299,375

COMMUNITY COLLEGE COST ANALYSIS AND FUNDING FORMULA

Florida Community Colleges

Large Colleges - Group 2

Discipline	1979-80 Cost Analysis			1981-82 Projected Cost/FTE	Projected Need		State Funds
	FTE	Cost/FTE	Funding Level		FTE	Total Need	
Nat.-Applied Sciences	13,114.3	\$1,622.24	1.05	\$1,958.45	13,639.4	\$26,712,082	\$20,313,105
Fine-Applied Arts	6,728.7	\$1,902.07	1.23	\$2,294.18	6,125.0	\$14,051,852	\$11,166,708
Letters-Languages	20,390.1	\$1,528.98	0.99	\$1,846.54	21,312.7	\$39,354,752	\$29,339,978
Education	5,134.1	\$1,917.38	1.24	\$2,312.84	5,185.1	\$11,992,306	\$ 9,548,788
Business-Management	346.2	\$1,346.94	0.87	\$1,627.72	432.1	\$ 701,177	\$ 499,468
Math-Computer Sci.	13,398.6	\$1,409.73	0.91	\$1,697.32	13,939.4	\$24,659,622	\$17,109,155
Social Sciences	24,560.8	\$1,413.98	0.91	\$1,697.32	24,493.4	\$41,573,137	\$30,074,511
Other Disciplines	6,229.7	\$1,501.01	0.97	\$1,809.23	6,069.9	\$10,981,845	\$ 8,144,149
Agriculture (Tech)	645.3	\$1,832.99	1.13	\$2,200.92	691.7	\$1,522,376	\$1,205,075
Agriculture (S/S)	220.1	\$1,417.90	0.91	\$1,697.32	226.1	\$ 383,764	\$ 345,318
Agriculture (Supp)	20.9	\$1,294.14	0.83	\$1,548.11	23.1	\$ 35,761	\$ 31,943
Distributive (Tech)	4,474.6	\$1,393.22	0.90	\$1,678.67	4,359.4	\$ 7,317,994	\$ 5,241,581
Distributive (S/S)	644.7	\$1,194.84	0.77	\$1,436.20	627.1	\$ 900,641	\$ 793,583
Distributive (Supp)	575.3	\$1,235.46	0.80	\$1,492.15	418.1	\$ 623,868	\$ 552,123
Health (Tech)	9,087.4	\$2,419.68	1.56	\$2,909.70	9,806.5	\$28,766,748	\$24,089,553
Health (S/S)	1,532.9	\$1,836.10	1.13	\$2,200.92	1,463.5	\$ 3,221,046	\$ 2,974,918
Health (Supp)	652.9	\$1,716.33	1.11	\$2,070.36	619.2	\$ 1,281,967	\$ 1,176,491
Home Economics (Tech)	832.9	\$1,557.97	1.00	\$1,865.19	973.6	\$ 1,815,949	\$ 1,349,514
Home Economics (S/S)	602.4	\$1,346.70	0.87	\$1,622.72	727.9	\$ 1,181,178	\$ 1,057,242
Home Economics (Supp)	1,352.4	\$1,426.02	0.92	\$1,715.97	1,430.3	\$ 2,454,352	\$ 2,213,386
Office (Tech)	19,669.8	\$1,425.14	0.92	\$1,715.97	21,183.8	\$36,350,765	\$26,308,502
Office (S/S)	1,938.1	\$1,253.52	0.81	\$1,510.80	1,958.7	\$ 2,959,204	\$ 2,625,859
Office (Supp)	252.0	\$1,327.35	0.86	\$1,604.06	269.1	\$ 431,453	\$ 385,903
Trade-Indust (Tech)	7,690.8	\$1,817.08	1.17	\$2,182.27	8,317.3	\$18,150,594	\$14,217,311
Trade-Indust (S/S)	6,733.4	\$1,519.35	0.98	\$1,827.89	6,793.1	\$12,417,039	\$11,273,299
Trade-Indust (Supp)	465.4	\$1,400.13	0.90	\$1,678.67	461.3	\$ 774,370	\$ 697,180
Public Service (Tech)	3,704.5	\$1,712.93	1.10	\$2,051.71	3,689.8	\$ 7,570,499	\$ 5,827,966
Public Service (S/S)	650.4	\$1,369.04	0.88	\$1,641.37	721.5	\$ 1,184,248	\$ 1,061,740
Public Service (Supp)	807.3	\$1,484.33	0.96	\$1,790.58	717.9	\$ 1,285,457	\$ 1,164,271
Compensatory	6,029.2	\$1,517.41	0.98	\$1,827.89	8,606.5	\$15,731,735	\$12,194,892
Adult Elem.-Secondary	13,108.0	\$1,097.05	0.71	\$1,324.28	11,552.8	\$15,299,142	\$13,429,142
College Total	169,593.2	\$1,551.64	1.00	\$1,869.18	176,915.3	\$340,687,075	\$258,234,667
		Total Need.		\$330,687,025.46	Other Revenue		\$ 0.00
		Student Fees		\$ 72,452,358.60	State Funds		\$3,538,344,666.86

Federal funds are removed from the historical cost data.

State funds and total need prorated from state fund figure of 277,462,160.00

File file: FA/381

COMMUNITY COLLEGE FUNDING FORMULA

Florida Community College

System Summary - 1980-1981

College	Projected FTE	Total Need	Student Fees	Other Revenue	State Funds	State Funds Per FTE
Brevard	8,998.2	16,838,111	3,668,973	0.0	13,169,138	1,463.53
Broward	12,175.9	23,518,925	5,779,888	0.0	17,739,037	1,456.90
Central Florida	3,664.4	6,807,621	1,239,056	0.0	5,568,566	1,519.64
Chipola	1,434.9	3,386,267	528,021	0.0	2,858,246	1,991.95
Daytona Beach	8,640.3	15,678,980	2,878,785	0.0	12,800,196	1,481.45
Edison	3,107.5	5,927,332	1,456,334	0.0	4,470,999	1,438.78
Florida J.C. at Jacksonville	18,977.5	32,871,552	5,479,317	0.0	27,392,235	1,443.41
Florida Keys	1,167.4	2,846,392	535,323	0.0	2,311,069	1,979.67
Gulf Coast	2,924.4	5,560,307	1,384,081	0.0	4,176,226	1,428.06
Hillsborough	8,475.2	16,115,663	3,853,687	0.0	12,261,975	1,446.81
Indian River	5,834.7	10,167,693	1,791,153	0.0	8,376,540	1,435.64
Lake City	3,103.7	6,052,114	1,176,988	0.0	4,875,127	1,570.75
Lake Sumter	1,333.4	3,137,109	622,042	0.0	2,515,067	1,886.21
Manatee	3,823.7	7,456,159	1,762,490	0.0	5,693,669	1,489.05
Miami-Dade	35,039.7	66,794,492	15,877,974	0.0	50,916,518	1,453.11
North Florida	827.9	1,904,626	286,978	0.0	1,617,647	1,953.92
Okaloosa-Walton	3,023.6	5,577,066	1,278,694	0.0	4,298,373	1,421.61
Palm Beach	6,880.8	13,286,548	3,245,094	0.0	10,041,454	1,459.34
Pasco-Hernando	2,300.3	4,334,592	1,001,764	0.0	3,332,828	1,448.87
Pensacola	11,008.3	19,629,951	3,502,053	0.0	16,127,898	1,465.07
Polk	3,447.4	6,717,942	1,555,362	0.0	5,162,580	1,497.53
St. Johns River	1,194.0	2,795,211	534,181	0.0	2,261,030	1,893.66
St. Petersburg	11,321.9	21,821,616	5,318,340	0.0	16,503,276	1,457.64
Santa Fe	7,462.4	14,844,263	3,410,902	0.0	11,433,361	1,532.13
Seminole	6,366.5	11,111,881	1,948,413	0.0	9,163,468	1,439.33
South Florida	1,381.5	3,058,948	394,521	0.0	2,664,427	1,928.65
Tallahassee	2,788.4	5,249,861	1,342,387	0.0	3,907,474	1,401.33
Valencia	7,550.5	14,324,354	3,500,624	0.0	10,823,730	1,433.51
System Totals	184,254.4	347,815,578	75,353,425	0.0	272,462,153	1,478.73

FTE File: FAT381

Inflation Rate: 20.20763832

Cost Analysis Years: 80

Federal Funds are removed from the historic cost data.

Other revenue deducted from cost.

State Funds and total costs

## APPENDIX V

### Energy Consumption Report

TO: Dr. Clinton D. Hamilton  
FROM: Al Bielen  
SUBJECT: Relative Energy Use; Sample Analysis  
DATE: 9/24/81

This memo is a summary report of a three-year analysis done by Mr. J. J. Carr on energy consumption at Central Campus. It was determined that comparability with North and South was not feasible because of the vast changes that took place on those campuses during the period covered by the analysis.

The analysis format is a very simple one. Comparison was made on Central Campus between energy consumption during the month of September 1978 and the month of September 1981.

In order that the efficiency be measured, the kilowatt (KW) consumption per square foot was used on the comparative measure.

In September 1978 Central Campus:

- a) had 363,000 sq. ft. served by utilities;
- b) used 1,450,560 KW.

In September 1981 Central Campus:

- a) had 552,330 sq. ft. served by utilities;
- b) used 997,280 KW.

The comparative ratios are:

$$\frac{1978}{1,450,560 \text{ KW}} = 3.996$$
$$\frac{363,000 \text{ sq. ft.}}{1,450,560 \text{ KW}}$$

$$\frac{1981}{997,280 \text{ KW}} = 1.805$$
$$\frac{552,330 \text{ sq. ft.}}{997,280 \text{ KW}}$$

This represents a reduction of 54.7% in the use of KW per square foot. I believe the above demonstrates a clear effort toward and results in re-



ducing energy consumption.

Further analysis into the cost impact can be discerned by looking at the BCC expenditures and the rates charged by FPL.

In September 1978 Central Campus:

- a) paid \$44,967 total KW consumption
- b) at a rate of .0310 per KW.

In September 1981 Central Campus:

- a) paid \$71,904 for total KW consumption
- b) at a rate of .0721 per KW.

Using previously mentioned figures, Central Campus costs per square foot were:

- a) September 1978: \$0.1239  $\left( \frac{44,967}{363,000} \text{ sq. ft.} \right)$
- b) September 1981: \$0.1302  $\left( \frac{71,904}{552,330} \text{ sq. ft.} \right)$

The increase in costs per square foot was 5.1%. However, at the same time the cost per KW charged by FPL went from \$0.0310 to \$0.0721 or 132.6%. This demonstrates that the reduction in KW used/sq. ft. shown above substantially reduced the impact of a 132.8% increase cost per KW. Simply, a potential increased cost of 132.8% was kept to 5.1%.

From a cost avoidance viewpoint, somewhat similar to that used in the 4-Day Work Week analysis, if the college did not reduce the KW consumption per square foot, the costs for Central Campus in September 1981 would have been \$159,132 compared to the \$71,903.81 actually paid.

<u>1978 usage</u>		<u>1981 sq. ft.</u>		<u>1981 rate</u>	
$\left( \frac{3.996 \text{ KW}}{\text{sq. ft.}} \right)$	X	(552,330)	X	(\$ .0721)	= \$159,132

Looking at it another way, if the cost per KW had remained constant at the September 1978 level and the September 1981 usage was in effect at the September 1981 square footage, the cost would be \$30,906.

<u>1981 usage</u>		<u>1981 sq. ft.</u>		<u>1978 rate</u>	
$\left( \frac{1.805 \text{ KW}}{\text{sq. ft.}} \right)$	X	(552,330)	X	(\$ .0310)	= \$ 30,906

Summarily, using Central Campus in September 1978 and September 1981 as a sample, the college effected efficiencies that avoided costs of \$87,228 (\$159,132 - \$71,904 = \$87,228) but paid out about \$46,998 (\$77,904 -



\$30,906 = \$46,998) because of the increased cost in KW.

The major purpose of this analysis is to show a sampling of the results of the efforts being made by the college to economize. I believe there have been significant gains in KW use reduction, but the increases in rates have eliminated any real dollar savings. Once again, I am concerned about our ability to develop any greater efficiencies that provide significant savings. Very shortly, the college will not be able to withstand the full force of the cost per KW increases and there will be substantial increases needed in the budget. I hope to be able to provide more specific data in the near future.

# GENERAL CURRENT FUND

## NON-PERSONNEL EXPENDITURES, FY 77 - FY 81

I Fiscal Year	Utilities	Other Current Expenses	Total Current Expenses	Capital Outlay	Total Non-Personnel Costs
1977	\$ 498,671	\$ 2,153,517	\$ 2,652,188	\$ 222,246	\$ 2,874,434
1978	819,991	3,285,076	4,105,067	272,319	4,377,386
1979	1,114,885	3,007,592	4,122,477	321,977	4,444,454
1980	1,065,909	2,920,883	3,986,792	276,681	4,263,473
1981	1,207,914	3,584,275	4,792,189	597,575	5,389,764
Five-Year Totals	\$ 4,707,370	\$ 14,951,343	\$ 19,658,713	\$ 1,690,798	\$ 21,349,511

## UTILITIES AS A PERCENT OF TOTAL CURRENT EXPENSE & TOTAL NON-PERSONNEL COSTS

II Fiscal Year	Utilities	Total Current Expenses	Utilities Tce X 100(%)	Total Non-Per. Cost	Utilities NPC X 100(%)
1977	\$ 498,671	\$ 2,652,188	18.8%	\$ 2,874,434	17.3%
1978	819,991	4,105,067	20.0%	4,377,386	18.7%
1979	1,114,885	4,122,477	27.0%	4,444,454	25.1%
1980	1,065,909	3,986,792	26.7%	4,263,473	25.0%
1981	2,207,914	4,792,189	25.2%	5,389,764	22.4%

## RATIO OF UTILITIES TO OTHER CURRENT EXPENSE

III Fiscal Year	Utilities	Other Current Expenses	Ratio Other C.E. Utilities	Utilities C.E. X 100(%)
1977	\$ 498,671	\$ 2,153,517	1:4.32	23.1%
1978	819,991	3,285,076	1:4.01	24.9%
1979	1,114,885	3,007,592	1:2.70	37.0%
1980	1,065,909	2,920,883	1:2.74	36.5%
1981	1,207,914	3,584,275	1:2.92	





## STANDARD NINE

### SPECIAL ACTIVITIES

#### I. Relation Between Standard and Institutional Purpose

As defined by the Southern Association of Colleges and Schools, Special Activities are:

the adult, continuing, and extension education programs and nontraditional study programs which an institution may develop in fulfilling its stated objectives and meeting public and community service needs. (Manual for the Institutional Self-Study Program of the Commission on Colleges: Southern Association of Colleges and Schools, 1977, p. 40)

In relation to special activities, the stated philosophy of Broward Community College, in part, is "to provide opportunities for youth and adults to develop themselves for a purposeful, gratifying, and useful life in a democratic society." Paramount in such education are programs of study designed to fit the needs of students with varying educational and vocational goals and to provide co-curricular activities and community services consistent with the concept of the community college.

All special activities and programs, credit and non-credit, function within the framework of the normal administrative structure and are consonant with the philosophy and purposes of the College. Most of the activities are directly related to the third, fourth, and fifth purposes as stated on pages 13-14 of the 1981-82 Catalog.

For this report, the special activities at the College are: (1) Buehler Planetarium which offers cultural and enrichment programs for the College and the community; (2) Community Services which provide non-credit courses for enrichment, personal growth, and entertainment; (3) Continuing Education Units which provide an opportunity for students to earn individual and/or institutional C.E.U. credits in approved courses; (4) Cooperative Education which provides opportunities for students to integrate their classroom study with on-the-job experience in their major field; (5) Cultural Affairs programs which provide cultural offerings for the College and the community; (6) Honors/Scholars programs which provide enrichment opportunities to challenge students of high academic excellence and/or extraordinary creative potential; (7) International/Intercultural Education programs which offer several options for students to study in another country; and (8) Open College which provides alternative opportunities for students to earn college credit through radio and television classes.



## II. Presentation and Analysis of Data

### A. Buehler Planetarium

The planetarium serves many purposes. College credit courses in astronomy, special programs for school children, shows for the general public, and planetarium education for teachers are a few of the activities conducted by the planetarium staff.

#### Administration and Organization

The Curator of the planetarium, who reports to the Vice-President for Academic Affairs, coordinates planetarium shows for the general public twice weekly and presents programs for thousands of school children. In addition, he submits astronomy information to the local newspaper and other media. The Curator is also an astronomy instructor and in that capacity reports through established departmental/division channels.

#### Financial Resources

The planetarium is supported through the regular College budgeting process. There are no special fees or admission charges for use of the planetarium. Financial resources for the program are adequate at this time; however, additional personnel would be needed to expand the program.

#### Academic Standards

Programs for the general public and for school children are the major offerings of the planetarium. These programs are not evaluated by the same academic standards as are the astronomy courses. These activities are educational and entertaining and fulfill a public relations function for the College.

#### Library and Learning Resources

The Library and Learning Resources provide adequate support for the planetarium.

#### Student Services

Student Services provide adequate support for the functions of the planetarium.

#### Physical Facilities

The physical facilities are adequate; however, because of the limited seating capacity, the staff needs to provide additional viewing times to accomodate the large attendance at shows for the general public.

#### Strengths

The public responds well to various presentations throughout the year.

During the 1980-81 year, approximately 50,000 school children attended programs there. Indeed, the planetarium is operating at full capacity.

### Weakness and Suggestion

The planetarium cannot expand its viewing times with existing staff.

#### Suggestion

If planetarium viewing times are expanded, additional staff should be provided.

### B. Community Services

The Division of Continuing Education/Community Services has the responsibility of providing continuing education and community service programs.

#### Administration and Organization

The Continuing Education/Community Services Division consists of one Division Director on each campus. The Division Directors report to the campus Dean of Academic Affairs, with staff supervision by the Vice-President for Academic Affairs. The outreach programs offered through this division have gained recognition throughout the community. There are genuine concerns that with the rapid growth in population of Broward County, the division's administrative organization may need to be reviewed and reorganized because of the rate of increased activity and responsibility. Additional requests are being received by Community Services for more offerings, and the actual organizing and formalizing of each course consume a major portion of each director's time.

#### Financial Resources

All Community Instructional Services monies are pooled in the general fund of Broward Community College. Student fees for non-credit Community Services courses had to be raised in 1981 because of a twenty percent reduction in State support for these services. The original formula of one portion to the general fund and the other portion to the division has not yet been implemented procedurally. Additional funding will be necessary to expand the offerings. All salaries for part-time "affiliates" who work on behalf of CIS programs, as well as the salaries for the Women's Center Coordinators, are covered by CIS funding.

#### Academic Standards

Community service offerings are not for academic credit. They are separate courses that are offered for enrichment, entertainment, and personal growth. A separate section in this report will discuss the awarding of continuing education units.

#### Library and Learning Resources

The Library and Learning Resources are available to any community service

student who has paid to enroll in a class.

### Faculty

The Division Director selects community service faculty based on their qualifications and expertise in each subject area. Faculty are selected by review of applications and by personal interview. There are no academic qualifications.

### Student Services

The Division personnel advises students in course selections.

### Physical Facilities

The facilities appear to be suitable at this time because many courses are outreach ones, but as space on some campuses is at a premium, the facilities may be inadequate in the near future.

### Evaluation Procedures

At the present time there are no specific guidelines for evaluating the effectiveness of community services programs and courses. The Division Director submits goals and objectives annually to the appropriate campus Dean of Academic Affairs, and these are reviewed at the close of each academic year. CIS guidelines demand an annual needs assessment. Additional courses are developed and offered based on current trends.

### Strengths

The tremendous growth of community service programs and the positive recognition they have gained are very evident strengths. New courses are continually being developed. The short courses and other curriculum offerings are flexible and can change with the needs of the community. Each Division Director may offer courses which are appropriate in his/her section of the county. Broward County encompasses a large area and has very definite population groupings. The Academic Affairs Committee is not involved in recommending these courses for approval, thus expediting the implementation of the programs.

### Weaknesses and Suggestions

There appears to be an overlapping of several courses offered by the College and the Broward County Adult Education Department even though there is an articulation committee composed of members of the College and the School Board. The competition for programs between the Broward County School Board and BCC needs to end with an equitable and more clearly defined framework within which each will operate.

### Suggestion

The College should have more articulation with the School Board.

Each Division Director is responsible for marketing his/her own programs which is time consuming and is often a duplication of effort.

### Suggestion

There should be better coordination among the Division Directors.

### C. Continuing Education Units

The College Commission of the Southern Association of Colleges and Schools voted on December 1, 1971, to adopt a revised Standard Nine, entitled "Special Activities." Special activities are defined in the standard as:

external or special degree programs, off-campus classes and units, independent study programs including correspondence and home study, conferences and institutes including short courses and workshops, foreign travel and study, media instruction including radio and television, on-campus programs including special summer sessions and special evening classes, and other such classes, courses, and programs as may be developed by the institution within the framework of this Standard. (Standards of the College Delegate Assembly, December 14, 1977, p. 30)

The revised Standard requires the use of the continuing education unit as the standard unit of measurement for participation in non-credit continuing education activities. The revised Standard Nine specifies in part:

1. Non-credit programs should be appropriately identified and recorded by means of the continuing education unit (C.E.U.). (Standards, p. 31)
2. The continuing education unit (C.E.U.) should be used as the basic means for recognizing an individual's participation in, and for recording an institution's offering of, non-credit classes, courses, and programs. (Standards, p. 33)
3. A C.E.U. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. (Standards, p. 33)
4. The C.E.U. records will serve as a part of the full-time equivalent student account for the institution. (Standards, p. 34)

The Southern Association recognizes two types of continuing education units: Individual Units and Institutional Units. Individually awarded C.E.U.'s are those which are generated by participants in non-credit courses which meet a specified set of criteria and which are entered on the permanent records of individuals who participated in the courses.



Institutional C.E.U.'s are those which are generated by participants in non-credit courses which do not meet the criteria for awarding C.E.U.'s to individuals.

Broward Community College is involved in awarding both types of C.E.U.'s in four different areas of the College. Continuing education programs are offered by Community Services, Business Technology, Criminal Justice Institute, and Allied Health. (See Appendix I for listing.)

### Continuing Education/Community Services Division

This Division on each campus offers programs designed to provide continuing education opportunities for individuals who want to upgrade their present skills or to explore new occupational fields.

#### 1. Administration and Organization

The responsibility for developing continuing education programs within the Division falls upon the Division Director of Continuing Education/Community Services on each campus.

#### 2. Budget

Course offerings in continuing education classes must be self-supporting, except for CIS courses. Participants pay fees to off-set instructional and supply costs of the classes. A standard fee of one dollar per contact hour is charged for self-supporting classes. Five dollars is the standard fee for all CIS courses. Staff salaries are part of the College Faculty/Staff Salary Schedule.

#### 3. Faculty

Instructional personnel are hired on a part-time basis each term. Instructor selections are based on teaching credentials and/or expertise established in a particular area. Instructors are usually professional men and women, from BCC faculty and other sources, with appropriate backgrounds and experience in their fields.

#### 4. Facilities

Programs are offered on BCC campuses during the afternoon and evening hours or in any facility that a requesting group may make available (condominium, civic center, library, business, industry, and government buildings).

#### 5. Academic Standards

Course offerings in this division are usually in the form of short courses, seminars, forums, workshops, and institutes.



The structure of the program is determined by the nature of the material, instructional approach, and needs of the requesting individuals or organizations. These programs are on a non-credit basis. There are no entrance requirements or examinations. Certificates are awarded upon completion of some of the courses.

## Business Technology

### 1. Administration and Organization

The responsibility for developing continuing education courses within the Division of Business Technology is part of the Division Director's duties. The Division Director is responsible to the Academic Dean on his/her campus. Some Business Technology non-credit courses for continuing education credit are offered through the Community Services Division on each campus.

### 2. Budget

The courses offered for C.E.U. must be self-supporting, and fees are charged to offset the costs of the classes. In some instances, the faculty and facility costs are donated (Luts insurance program and the CLU insurance program).

### 3. Faculty

Instructors are hired on a part-time basis per course. In some instances, the instructors are provided by the user with final approval by the College. When BCC full-time faculty are utilized, they are paid on a part-time contract. Every effort is made to maintain the highest academic standards for employing faculty for these classes. The credentials of each instructor are on file in the College Personnel Office.

### 4. Facilities

Courses are offered in a variety of settings. Classrooms and other facilities on all three campuses are used.

## Criminal Justice Institute

The Criminal Justice Institute has been made possible by the financial support of the Law Enforcement Assistance Administration of the Federal Department of Justice and Region XIII of the Florida Police Officers Standards and Training Council. Operated by Broward Community College, the purpose of the Institute is to serve all government divisions of Broward County and to upgrade the administration of Criminal Justice. The Institute offers continuing education units in three distinct areas.

Each of these areas has a coordinator who has primary responsibility for development of courses in that area. The coordinator is responsible to the Criminal Justice Institute Director, a collegewide administrative position. The Director, in turn, is responsible to the President of the College through the normal administrative channels. The three areas offering C.E.U. credits are as follows:

1. Career Development

The Institute is certified by the Florida Criminal Justice Standards and Training Commission to conduct entry, in-service, and advanced training for law enforcement and correction officers. This program is a joint effort by BCC and the Broward County Board of Public Instruction. The School Board provides funding for instructors and secretaries for this program. Upon completion of each course, a report consisting of the names of students, numbers of hours in the course, numbers of hours attended, and numerical grades must be forwarded to the Criminal Justice Standards and Training Commission.

2. Region XIII of the Florida Police Officers Standards and Training Council

These offerings, consisting mostly of seminars and short courses of advanced and specialized training, are sponsored by the Criminal Justice Standards and Training Commission with no fees charged to the participants. The instructors are experts in the various areas of study. They are provided by the Institute.

3. The J. Lester Holt Law Enforcement Program

This program is a joint enterprise of the Broward County Chiefs of Police Association and BCC. The courses offered in this program are mostly advanced and special training for federal and state agents. There are no fees charged to the participants. Instruction is mostly provided by the donated services of federal, state, and private agencies.

The following section of this report involves all three areas of the Criminal Justice Institute.

1. Administration and Organization

The Director of the Criminal Justice Institute has direct responsibility for all courses and programs in this division. A coordinator is assigned to each program to direct the offerings in that area. The Director is a collegewide position reporting to the President of the College through the Vice-President for Academic Affairs and the Executive Vice-President.

## 2. Budget

The budget for this division is adequate. The Institute is funded in part from the operating budget of the College, the Florida Criminal Justice Standards and Training Commission, the School Board of Broward County, Region XIII of the Florida Police Officers Standards and Training Council, and the Broward County Chiefs of Police Association.

## 3. Faculty

The faculty for the Institute is drawn from the full-time faculty of BCC and those provided by the School Board. Visiting or part-time instructors are provided by some of the other sponsoring agencies. The quality of faculty is one of the strengths of this program.

## 4. Facilities

The Institute uses the facilities of the Criminal Justice Building located on Central Campus. It also utilizes the field area adjacent to the building and the swimming pool in the Health, Physical Education, Recreation, and Dance Department. All of these facilities are excellent.

## 5. Academic Standards

Offerings in the Institute most often take the form of short courses, seminars, workshops, and institutes. The structures of the courses are determined by the nature of the subjects to be covered and by the criteria which the various state agencies impose. Every effort is made to maintain high academic standards in all classes.

## Continuing Education for Allied Health Professionals

The Department of Continuing Education for Allied Health Professionals originally evolved in 1976 as the Department of Continuing Education for Nurses. Its original purpose was to provide continuing education credits for re-licensure requirements for Registered Professional Nurses and Licensed Practical Nurses.

Presently, the department offers approximately fifty credit and non-credit courses per term at a variety of times and in a variety of settings to meet the nursing needs for continuing education credits.

Supplies, faculty salaries, and state regulations requiring a minimum fee of \$.60 per contact hour determine the fee schedule for individual courses.

## 1. Administration and Organization

The administrative responsibility for the department progresses

from the Department Chairman to the Division Director of Allied Health to the Executive Director for Technical Education. The Department Chairman and a full-time secretary comprise the departmental staff. Faculty are hired on an individual-course basis.

## 2. Budget

The department functions on its separate budget derived from the previous year's amounts plus growth projections. The 1980-81 total budget figure was \$128,000. The 1981-82 budget is not presently available to this committee.

The Department Chairman and secretary are paid according to the collegewide pay scale. Faculty hired on a per-course basis are paid according to the Continuing Education Faculty Fee Schedule. This schedule differs from the College faculty pay schedule. Many projects are curtailed because of budget limitations.

## 3. Faculty

Teaching faculty are hired on a per-course part-time basis. In most instances, the requirements for credentials are synonymous with those required of full-time teaching faculty. In some non-credit courses, exceptions may be made, with the requirements being based on expertise in the course content areas. Ninety-nine percent of the current teaching faculty have a minimum of the bachelor's degree.

## 4. Academic Standards

Course development criteria are consistent with those of the College as a whole. Grading for non-credit courses depends upon course completion. In some courses, such as Dentistry, Radiology, and Pharmacology for Home Study, the grade is based on the final average with 70 percent equalling a letter grade of C.

## 5. Library and Learning Resources

The students enrolled in the Continuing Education for Allied Health Professionals have full access to the library resources and audio-visual materials of the College. These materials are adequate in all fields and are exceptional in the Nursing area.

## 6. Physical Facilities

Course offerings are generally scheduled in non-college facilities during daytime hours. On-campus scheduling is increasingly difficult to accomplish except during odd hours, such as



mid and late afternoon.

### Strengths

The strengths of the Community Services Division lie in the variety of courses and the flexibility of schedules afforded by the C.E.U. format. ( See Appendix I.) Each area offering C.E.U. courses has the ability to react to the needs of the community upon short notice.

The ability to serve the needs of requesting agents within the community is one of the strengths of the Division of Business Technology. The variety and adaptability of offerings are additional strong points. Similarly, the dedication and qualifications of the instructors are favorable factors.

The variety and high quality of programs offered by the Criminal Justice Institute are two of its strong points. The opportunity for participants to take advantage of some of the offerings, free of charge to them, is also a strength. Possibly the greatest strength, however, is the coordinated effort made by several local and state agencies to accomplish a task that would be much more difficult to do otherwise.

The strength of Continuing Education for Allied Health Professionals is the comprehensive variety of courses offered within the budget limitations.

### Weakness and Recommendation

There is no separate transcript for students enrolled in the Continuing Education programs which award C.E.U.'s.

#### Recommendation

The College should establish a separate transcript for those students enrolled in the Continuing Education programs which award C.E.U.'s.

### Weaknesses and Suggestions

A lack of communication and sharing of information within Continuing Education divisions on the campuses and among the campuses has resulted in a duplicating and overlapping of offerings on occasion.

#### Suggestion

The College should increase efforts to coordinate the courses which offer C.E.U.'s.

Some instructors of Continuing Education courses encounter difficulty in getting students enrolled properly in courses that are out-of-sequence



with the regular credit scheduled classes and in getting class rolls and grade sheets promptly for these out-of-sequence classes.

Suggestion

There should be a clearer understanding between the Registrar's office and those areas on each campus that are offering C.E.U. classes.

The C.E.U. credit earned is not adequately reflected.

Suggestion

Some method should be devised to reflect more accurately the C.E.U. credit earned by each division/department. This could be part of the SSH generated by that particular area and considered as a factor in its productivity.

Full-time instructors are not allowed to participate in the C.E.U. seminars short courses, etc. as part of their full-time teaching assignments.

Suggestion

Consideration should be given to allowing full-time instructor participation in these seminars, short courses, etc. as part of the full-time teaching assignment.

Coordination between the various programs in the Criminal Justice Institute and the Registrar's office is weak. Getting necessary paperwork processed is sometimes difficult. Getting class rolls and grade sheets on time is the biggest problem, particularly for those classes that span two regular terms of the College.

Suggestion

There should be better communication between those involved who could solve this problem.

The need for additional administrative personnel in the Continuing Education for Allied Health Personnel Department cannot be determined because function audit studies have not been made.

Suggestion

Function audit studies should be made to determine the need for additional administrative personnel in the Continuing Education for Allied Health Personnel Department to accomplish many of the goals and objectives.

There is little coordination of Continuing Education for Allied Health Professionals offerings with those of Continuing Education/Community Services.

### Suggestion

Coordination of Continuing Education for Allied Health Professionals offerings with those of Continuing Education/Community Services should be increased.

A need exists for re-evaluating the type of C.E.U. credit awarded in the Allied Health Professionals programs.

### Suggestion

The Registrar's office, on the advice of the Allied Health Division, should re-evaluate the type of C.E.U. credit awarded in the Allied Health Professionals programs.

## D. Cooperative Education and Experiential Learning

### Administration and Organization

Broward Community College, in its ongoing effort to meet the needs of all types of persons seeking post-secondary education, has established on each campus site an office for Cooperative Education and Experiential Learning staffed by a Coordinator and a secretary. The Coordinator reports to the Campus Dean of Academic Affairs with limited staff supervision by the Vice-President for Academic Affairs. Quarterly reports are filed by each campus Coordinator with the Vice-President's office in order to maintain the accountability of the college wide program. Central campus has an additional staff person working solely with Experiential Learning. This is a relatively new program (initiated in 1977) which is proving to be useful. Both Cooperative Education and Experiential Learning provide alternate entry points for new students at BCC.

### Financial Resources

Cooperative Education and Experiential Learning activities generate funds in the form of FTE reimbursement. All campuses combine the budgets for these two areas. The budgetary process operates fairly well, with input being received from staff and completed figures being coordinated by the Academic Deans.

### Academic Standards

Academic standards for Cooperative Education are in keeping with those of regular College offerings. In Experiential Learning, there are inconsistencies between campus operations as to which courses may be challenged and what method is used in assessing an individual applicant.

### Faculty

Both full- and part-time faculty supervise Cooperative Education courses. Compensation is average or above. In Experiential Learning, much reliance is placed on the availability of part-time personnel and their willingness

to work with the program.

### Library and Learning Resources

The library and audio-visual materials to support these activities are requested by the campus coordinators and are granted as available funds permit.

### Student Services

Counselors and academic advisors are encouraged to suggest to potential students the Cooperative Education and Experiential Learning programs as entry points to the College. All students may use the guidance services of the Career Center.

### Physical Facilities

Current office space is adequate, although limited. On North Campus the office is located immediately within the registration/advisement area. On South Campus the office is in a reasonable distance of it. On Central Campus the office is adjacent to the advisement area, but it is not as visible to potential students as it might be.

### Programming

Current programming for Cooperative Education and Experiential Learning is considered adequate. There are no written syllabi on file for specific courses. The two-credit Career Planning Workshop taught by this area is currently being revised, and a new program format will be available soon. A one-credit course in Employability Skills is also taught by this area, and it, too, is currently under revision. Students may take either or both of these courses as their needs dictate.

In keeping with the general College policy, program objectives are specified at the beginning of each college year by the Coordinators. These are approved by the Deans of Academic Affairs. End-of-year evaluations are done in terms of these objectives. In Cooperative Education, employers submit regular evaluations of each student under their supervision.

### Projections

Additional growth is projected for both of these areas. Because of the current economic conditions of the country, students more than ever will not wish to duplicate, in academics, training that they have received through other experiences. At the same time, training in connection with learning will become more attractive to the potential student, enabling him to gain first-hand experience in a field before committing himself to long-term training.

### Strengths

The very existence of these programs is considered a strength of the

College's academic programming. The programs are closely coordinated between campuses to allow for uniformity for student access and participation.

#### Weakness and Recommendation

In Experiential Learning, there are inconsistencies between the campuses because of inconsistencies within the academic departments. Experiential Learning is a collegewide program, but it is hampered by different requirements in the same course taught by the different campuses.

#### Recommendation

If the academic course requirements cannot be standardized, then allowance should be granted for this lack of conformity in the Experiential Learning examinations. In all cases, however, standards should be maintained at the highest level.

#### Weaknesses and Suggestions

The additional responsibilities for Experiential Learning were simply added to those of Cooperative Education when the program was begun. Only on Central Campus is there a staff person working solely within that area of responsibility.

#### Suggestion

If the programs are to grow, there must be additional allocation of personnel and resources.

Experiential Learning Personnel believe that some administrators and faculty give little encouragement to these programs.

#### Suggestion

Administrators and faculty should be better informed about these programs so that they might more enthusiastically encourage students to enroll.

The present location of the Office for Cooperative Education and Experiential Learning on Central Campus is not as visible to potential students as it might be.

#### Suggestion

The Office for Cooperative Education and Experiential Learning on Central Campus should be moved closer to the Administration and Registration area.



No textbook being used by each credit class is available for persons to review before attempting an examination for Experiential Learning credit.

### Suggestion

The library or academic departments on each campus should maintain on reserve status the current textbook being used by each credit class. Thus persons wishing to receive Experiential Learning credit would have the opportunity to review the text before attempting any examination. Such a procedure would be a money-saving service to potential students.

### E. Cultural Affairs

Cultural Affairs includes cultural programs, an artist series, and a film series for the community. The facilities mainly used for the various programs are Bailey Hall (Central Campus), OMNI Auditorium (North Campus), War Memorial Auditorium, and Parker Playhouse.

Cultural Affairs serves as an educational and cultural center for Broward County and South Florida, thus fulfilling one of the purposes of Broward Community College. The current budget is \$220,000. Fees are charged through ticket sales, and the money received from the fees is placed in the general college fund. Ticket sales are used to evaluate the effectiveness of the program. The current program is based on a community needs assessment completed eight years ago.

### Administration and Organization

Cultural Affairs is headed by a Director who reports directly to the President of the College. The Director supervises the Cultural Affairs office located at the Fort Lauderdale Center. One of the responsibilities of the Director is to coordinate cultural programs for the College. Activities in Bailey Hall and OMNI are under the direction of a facility manager. Each manager, from both the North and Central campuses, reports directly to his/her provost. There is no direct line of communication between the Director of Cultural Affairs and the managers.

Cultural Affairs ranks high in the organizational structure of the institution. Its efforts are consistent with the College objectives; therefore, priority given to this office is appropriate. The objectives, the development of written policies and procedures, the process of evaluation, the selection and utilization of advisory groups are adequate. The Bailey Hall/BCC-OMNI Use Advisory Committee has developed a procedural manual to assist in the operation of these two College facilities. This ten-person committee consists of the Vice-President for Business Affairs as chairman, two Provosts, the Assistant to the President, the Director of Cultural Affairs, a representative from Student Activities, two members from the community (to be appointed by the President), and two faculty members chosen



by the President from a list of five suggested by the Faculty Senate.

### Financial Resources

Ticket sales provide most of the income for the Cultural Affairs programs. The maintenance of the facilities, however, is a part of the College budget. All money received from ticket sales and from patrons is returned to the general college fund. The budget, the institution's financial commitment to this activity, and the financial sources are more than adequate.

### Physical Facilities

The facilities are highly adequate. Other College programs, such as drama, also use the facilities at no charge. In addition, non-College groups use these facilities. Approximately twenty percent of Bailey Hall's schedule is devoted to the College Cultural Affairs programs. OMNI's schedule is for a smaller percent. The facilities may not be adequate five years from now as Broward County continues to grow.

The facilities located on North and Central Campuses are owned by the College but are leased to various non-College groups. Parking facilities on Central Campus are adequate. Parking facilities on North Campus are inadequate. Parking at off-campus facilities is adequate.

### Programming

Programming, which is based on a community needs assessment that was completed eight years ago, is more than adequate for the general public. The established guidelines for evaluating the effectiveness of the program are adequate.

### Strengths

A wide variety of programs is offered to the students and to the community. The programs serve the general public, and the facilities are highly adequate at the present time. Furthermore, they are available to community groups at an extremely reasonable fee. Too, the crews are highly professional.

### Weakness and Recommendation

Parking facilities for OMNI Auditorium on North Campus are inadequate. Most programs must be scheduled for weekends only, because during the week, when classes are in session, all parking spaces are filled with student, faculty, and staff cars.

#### Recommendation

The parking facilities on North Campus need to be enlarged and improved to accommodate the patrons of OMNI Auditorium.

## Weaknesses and Suggestions

Although programming for the general public is more than adequate now, it is based on a community needs assessment which was completed eight years ago. Changing populations and trends may call for different kinds of programming in the future. An update of the needs assessment could delineate new needs.

### Suggestion

A new community needs assessment should be conducted to determine if changes should be made in cultural programming.

Because the managers of Bailey Hall and OMNI Auditorium are under the supervision of the campus Provosts, there is minimal communication between the managers and the Cultural Affairs office.

### Suggestion

A direct line of communication should be established between the managers of Bailey Hall and OMNI Auditorium and the Cultural Affairs office.

Many faculty and staff members do not appreciate the potentialities of Bailey Hall and OMNI Auditorium.

### Suggestion

Cultural Affairs, in conjunction with College Relations, should establish some methods and procedures whereby they may give to faculty and staff a better understanding of the potentialities of Bailey Hall and OMNI Auditorium and the importance of the two concert halls in fulfilling Purpose Four of Broward Community College: "To serve as an educational and cultural center for Broward County and South Florida."

## F. Honors/Scholars Program

The Honors Program consists of specific sections of different courses designated as Honors Sections for Superior Students. The Scholars Program began in 1979-80 with the College awarding one hundred scholarships to students in the top 10 percent of their graduating classes in the accredited public and private high schools in Broward County. These students are required to take Honors courses when appropriate.

### Administration and Organization

A collegewide Coordinator directs the Honors/Scholars Program. In

addition, an Honors/Scholars Coordinator on each campus supervises the program. The Coordinator on Central Campus is also the collegewide Coordinator and has four released teaching assignments for Honors/Scholars responsibilities. One reassignment is in Term I, two in Term II, and one in Term IIIB. Coordinators on North and South Campuses have one released teaching assignment.

The Coordinator on each campus reports to the Academic Dean, as well as to the College Coordinator of the Honors/Scholars Program. As instructors, they report through regular academic channels.

### Financial Resources

The Honors Program is supported through the regular College budgetary process. No special fees are generated by this program. The Scholars Program is made up of one hundred fee-waiver scholarships approved by the Board of Trustees.

### Academic Standards

Academic standards for Honors sections are somewhat different from regular sections. Students are expected to be more self-directed. More independent study is assigned, and students are required to conduct some classes.

Students selected for the Scholars award must carry a minimum of twelve semester hours each term; they must earn a 3.25 G.P.A. by the end of the second term of enrollment and maintain this cumulative average to continue on the scholarship.

The instructors of Honors sections are members of the faculty who desire to teach superior students. They are selected by the Honors Coordinator and the Department Chairman of the discipline on the basis of their qualifications. Students enrolled in the Scholars Program are assigned to a Faculty Mentor who serves as a guide and an inspiration to the student. Faculty Mentors are paid a \$400.00 supplement per year.

### Library and Learning Resources

The Library and Learning Resources provide adequate support for the Honors/Scholars Program.

### Student Services

Student Services provide adequate support for the Honors/Scholars Program.

### Physical Facilities

The physical facilities provided for the Honors/Scholars Programs are adequate at the present time.

### Programming

On Central Campus, Honors classes are offered in four disciplines: Biology,

English, History, and Psychology. In addition, two Honors Interdisciplinary Studies are offered.

On North Campus, Honors classes are offered in two disciplines: English and History. These are scheduled for the second term only.

On South Campus, no Honors classes are offered at present because of the newness of the campus. However, Term I, 1982-83, plans call for two Honors courses - English Composition and Psychology - to be offered as a block of six semester hours.

### Strengths

The faculty who teach in the Honors/Scholars Program are its greatest strength.

### Weaknesses and Suggestions

With the limited number (four) of disciplines offering courses, the Honors/Scholars students are missing many educational opportunities in other disciplines.

#### Suggestion

Additional Honors courses representing more academic disciplines should be offered.

The last evaluation of the Honors Program was conducted in 1975. A new one might reveal strengths and weaknesses which would help to determine the future directions of the program.

#### Suggestion

An evaluation of the Honors/Scholars Program should be conducted to determine strengths and weaknesses of the program as well as future directions.

### G. International/Intercultural Education

The collegewide Division of International/Intercultural Education is responsible for coordinating all aspects of international/intercultural education at Broward Community College. International/Intercultural Education is a stated purpose of BCC (policy number 6Hx2-4.20). A copy of the policy statement also appears in the catalog. The College holds institutional membership in several organizations whose purpose is to promote international education. Among these are the Florida Collegiate Consortium for International/Intercultural Education, the American Association of Community and Junior College International/Intercultural Consortium, the National Association of Foreign Student Affairs, the College Consortium for International Studies, the Council on International Educational Exchange, and the Institute for International Education.



The Division of International/Intercultural Education offers several overseas study programs. Short-term (summer) and long-term (semester) programs are available. The Semester-in-Spain was established to provide students an opportunity to study for several months in a foreign country at a reasonable cost. Students live and attend classes in Seville, Spain, while earning fifteen-eighteen semester hours credit. Unlike many other programs in Spain, the BCC program does not require proficiency in Spanish, as the language of instruction is English. In addition to the Semester-in-Spain program, BCC makes available to students semester programs offered by other colleges that are members of the College Consortium for International Studies. These include semester-length programs in England, Germany, and Israel.

In addition to semester-length programs, BCC regularly offers summer study-tours to foreign locations. These courses are open to any interested person in the community as well as to currently enrolled students. All study-tours combine on-campus instruction with foreign travel experience. Participants earn six semester hours of credit in a variety of subjects. Many study-tours are interdisciplinary in their approach. These courses are fully accredited and may be applied toward a degree at BCC or used for other purposes, such as certificate renewal and incentive awards for public school teachers. Six different summer programs were offered in 1981 with opportunities to study in England, Spain, several other countries in Europe, China, Mexico, and the Caribbean area.

In 1980, BCC developed a General Education area requirement for International/Intercultural Education. Thus students seeking the Associate of Arts degree must now earn at least six semester hours of credit in courses which are international/intercultural in content and emphasis.

Furthermore, over three hundred students representing more than forty foreign countries are attending BCC. The Office of International Student Coordinator was established in 1978 to assist these students.

#### Administration and Organization

The Division Director of International/Intercultural Education is a college-wide position reporting directly to the Vice-President for Academic Affairs. This division has three areas that are staffed by coordinators who receive the equivalent of one class of released time from teaching duties. These coordinators are: Study Abroad Coordinator, International Student Coordinator, and International Curriculum Facilitator. These coordinators report to the Division Director. The Study Abroad Coordinator has three programs, each staffed by a faculty member under his supervision. These faculty members coordinate the study programs for Spain, Israel, and England. They receive a \$1,000.00 supplement to their teaching contract for this additional duty.

#### Financial Resources

Over eighty percent of all budgeted amounts is used to pay contracted instructional services for students participating in overseas study programs



(England, Spain, Germany, Israel). Students participating in overseas study programs, students enrolled in international courses, and international students all pay tuition to BCC and generate FTE's. Special fees are charged in many instances. International students typically pay out-of-state tuition. Students participating in overseas study programs pay all travel-related expenses and special fees for instructional costs. Travel expenses are paid directly to area travel agents and are not collected or disbursed by the College. Instructional fees collected are used to offset contracted instructional expenses overseas.

### Academic Standards

All courses offered as part of the Division of International/Intercultural Education are fully accredited. On-campus classes must meet academic standards consistent with all other BCC classes. Any program offered by BCC in an overseas location must be approved by the appropriate deans. Only courses in the current College catalog may be offered in these programs and must be listed in the appropriate schedule of classes. Course content for summer study-tours varies each year depending on the countries visited. The summer and the semester overseas study programs are subject to a thorough student evaluation. (See Appendix II.) A formal needs assessment has not been conducted.

### Library and Learning Resources

The Library and Learning Resources personnel are rated "high" by this division. Library and audio-visual materials for the overseas study programs are provided at the educational facility abroad.

### Faculty

The professional preparation required for faculty members teaching summer travel-study courses is the same as that required for any other faculty position at the College. In fact, full-time BCC faculty members teach these courses. Faculty members teaching overseas courses during Terms IIIA and IIIB are compensated on a part-time basis under a supplemental contract. Concern has been expressed regarding this method of compensation, and some have recommended that faculty members be permitted to fulfill their contractual obligation of teaching one summer term when teaching a summer travel-study course.

The credentials of faculty members utilized in foreign centers are reviewed periodically and must meet BCC criteria.

### Student Services

The division leadership gave the Student Services at BCC a "high" to "average" rating. The services provided for students seeking counseling, advising, and registration information were rated "average." More information concerning the international/intercultural course offerings would be helpful to the students. Those involved in advising must be kept

informed of courses and opportunities in this division.

### Facilities

This division uses classroom facilities at BCC plus contracted facilities abroad. The facilities are adequate for the present enrollment and courses.

### Projections

Long range plans call for increased student participation in overseas programs, expanded on-campus course offerings of an international nature, effective programming of international students, and additional opportunities for staff development.

### Strengths

Some of the strengths of this division appear in the quality and variety of experiences the program offers to the community and to students at BCC. The dedication and experience of the faculty are also strong points.

### Weakness and Suggestion

The current policy for compensating study-travel faculty members is to pay them on a part-time basis under a supplemental contract during the summer term which is not included in their contract year. This policy does not allow faculty to teach in the program as part of their regular contract.

#### Suggestion

The current policy should be re-examined to determine if it would be more appropriate to consider study-travel assignments as part of the regular teaching load.

### H. Open College

The Open College office evolved two and one-half years ago in an effort to meet the diverse educational needs of Broward County. Broward Community College, through this program, offers college courses using television, radio, newspapers, and independent study. A Marketing Task Force established the consumer market and its educational needs. Open College has expanded from the initial five classes to the present thirteen classes given in seven different academic disciplines. In the 1980-81 academic year, Open College enrolled approximately 555 students during Terms I and II. No courses out-of-phase with regular terms were offered.

### Administration and Organization

The Director of Open College is responsible to the Vice-President for Academic Affairs of the College. For the past year, the office has functioned with the Director and one secretary. Policies which guide

operations of Open College are contained within the College Policies. Exceptions to College Policies are found in later registration and refund dates, and in monetary refund policies. As delineated in the Self-Study Survey, advisory groups are not used formally by Open College.

#### Financial Resources

The budget of Open College for the academic year 1980-81 was adequate. The funding formula for specific courses is based on State of Florida requirements using student fees and full-time equivalencies. Policy regarding payment for courses needs to be determined.

#### Academic Standards

Academic standards for course development and for grading adhere to those prescribed for regular college courses. Course offerings receive the approval of the academic department prior to presentation. At this time, approval may be limited to only one campus because of logistic necessity. Current course offerings are limited to those developed at other institutions or those which are available commercially.

According to the Self-Study Survey, the existing academic standards policies and procedures used to evaluate student progress and course compatibility with other institutional programs are rated "high." Student surveys are the only method used to evaluate the program's effectiveness.

#### Library and Learning Resources

Library resources for Open College courses are rated "average" for quality and quantity in the Self-Study Survey. Too, the hours of operation for the Library and Learning Resources are adequate to meet student needs.

#### Faculty

Division Chairmen choose faculty for Open College from the full-time teaching faculty, based on course content. Professional preparation of faculty coincides with that of College faculty as a whole and is appropriate for the teaching assignments made. On the Self-Study Survey, teaching load, supervision, and evaluation activities are rated "high." Compensation for faculty is rated "low" for both part-time and full-time faculty. On the survey, salary, incentives, and rewards for support personnel are rated "low." Full-time faculty teaching in Open College may use these courses as part of their regular teaching load.

#### Student Services

Student services for Open College students meet the basic needs in the areas of admissions, registration, academic advisement, and counseling. College administration recognizes and meets the special needs of students in this program.

#### Physical Facilities

The scheduling clerk in the Campus Registrar's Office assigns classrooms



for orientation to the Open College program and for reviewing and testing. The Open College courses encounter difficulty when competing with the other college courses for room assignments. At this time, facilities are adequate, but they may not remain so as the program expands.

### Strength

The strength of this program is the provision of college-level academic opportunities for students unable to take advantage of the traditional on-campus offerings.

### Weaknesses and Suggestions

Open College offers no courses out-of-phase with the regular academic term, thus limiting its ability to fulfill the purpose of providing independent-study courses.

#### Suggestion

In addition to courses offered in the regular terms, there should be courses offered which are out of sequence with the regular terms.

The dependence on available courses limits the potentials for serving the special needs of the students.

#### Suggestion

The feasibility of offering courses developed independently should be projected.

### III. Projections

The extrapolations from all the Self-Study data pertaining to Special Activities point to an increased emphasis on program growth in all areas of Special Activities and an increased emphasis on the College's becoming a major cultural center in Broward County.

In addition, it is projected that there will be increased coordination of Continuing Education offerings in Broward County. It is further projected that needs assessments will be made to determine more precisely the market for Special Activity functions.

The extrapolations suggest also that there will be increased student participation in overseas programs as part of the International/Intercultural Education program, as well as expanded on-campus course offerings of an international nature and development of effective programming for international students.

### IV. Strengths

The strengths have already been discussed under the headings of the eight

different programs of Special Activities.

#### V. Weaknesses and Recommendations

The weaknesses have been explained and the recommendations made under the headings of the eight different programs of Special Activities.

#### VI. Weaknesses and Suggestions

The weaknesses have been explained and the suggestions offered under the headings of the eight different programs of Special Activities.

#### VII. Summary

The Committee on Special Activities was given the task of evaluating the following eight programs in this category: (1) Buehler Planetarium, (2) Community Services, (3) Programs awarding Continuing Education Units, (4) Cooperative Education and Experiential Learning, (5) Cultural Affairs, (6) Honors/Scholars Program, (7) International/Intercultural Education, and (8) Open College.

The Committee devised a Self-Study Checklist to be used by each area in the self-evaluation process. Data from this self-evaluation were then used by the Committee in preparing this report.

The Buehler Planetarium serves many purposes for the College. In addition to functioning as an integral part of the instructional program of the Physical Science Department, the Planetarium provides special programs for school children and the general public. However, the College must consider providing additional financial support if the current programs are to be expanded.

Continuing Education/Community Services Divisions on all three campuses have experienced considerable growth since the last Self-Study. It has been difficult to keep up with the rapid growth of the county. The growth in these two areas has reached the point at which consideration should be given to a possible campus or collegewide re-organization.

The number of special programs that award continuing-education-unit credits has increased sharply. Four collegewide areas offer individual and/or institutional C.E.U. programs -- Continuing Education/Community Services Division, Allied Health Division, Business Technology Division, and Criminal Justice Institute. The College should devise a method to maintain separate records for students earning C.E.U. credits.

The Cooperative Education Program gives students the opportunity to gain work experience related to their academic major while attending college. The students may work either full- or part-time and earn academic credits for pre-planned learning that occurs on the job. The office of the



Cooperative Education Program also coordinates the Experiential Learning Program on each campus. Students may receive academic credit upon presenting properly documented evidence of comparable past experiences. Students usually must also pass a written and/or oral examination by the appropriate department.

Cultural Affairs is responsible for providing the cultural programs, artists series, and film series for the students and the community. These help to fulfill one of the stated purposes of the College. This office uses two college-owned facilities -- Bailey Hall and BCC OMNI -- as well as Parker Playhouse and War Memorial Auditorium. A current needs assessment should be conducted to update the assessment of approximately eight years ago.

The Honors Program consists of specific sections of many different courses designated as Honors Sections for Superior Students. The Scholars Program is made up of one hundred fee-waiver scholarships to students in the top ten percent of the graduating classes in high school. Currently there are four academic disciplines which have Honors sections. An evaluation of this program is needed to help determine its future direction.

The International/Intercultural Education Division offers several programs to make the curriculum at BCC international. The Semester-in-Spain offers a long-term program, while the summer study-tours provide short-term opportunities. The College is currently trying to add additional certified courses to the list meeting these criteria in order to give students a wide choice of courses which fulfill the General Education requirement.

Open College, only two and one-half years old, is the newest of the Special Activities. This program uses television, radio, newspapers, and independent study in an effort to meet the diverse educational needs of the students. In the short time it has been in existence, the course offerings have grown from five to the present thirteen classes given in seven different areas.

The Committee on Special Activities determined that all the programs evaluated were compatible with the stated philosophy and purposes of the College.



APPENDIX I

CONTINUING EDUCATION UNITS

COURSE OFFERINGS

Explanation of Symbols

1. CEB - Business
2. CBE - Business
3. BEO - Business
4. CEA - Health Related
5. CAE - Health Related
6. CAP - Health Related
7. CEC - Consumer
8. CEF - Fine Arts
9. CEG - Human Relations (Guidance)
10. CEH - Health, Recreation, Physical Education
11. CEM - Small Crafts - Sky - Water
12. CEP - Public Service
13. CES - Social Sciences
14. CFE - Twelve Week Classes for Seniors
15. CSS - Seminars
16. CMW - Workshops
17. CSW - Workshops
18. CJI - Criminal Justice

## Allied Health

CAE0009	ORTHOPEDICS	CAE0055	STAFF DEVEL
CAE0011	INT BEHAV TECH	CAE0056	OLDER ADULT
CAE0012	NUR ALCHOLISM	CAE0057	DIABETES
CAE0014	CON SPANISH	CAE0058	HYPERTENSION
CAE0017	CONFLICT MAN	CAE0059	MAN CANCER
CAE0018	CHILD ABUSE	CAE0060	CHEMOTHERAPY
CAE0022	MAN NURS PERS	CAE0061	CPR HEART
CAE0024	PRACT PSY NUR	CAE0062	BLS RESCUER
CAE0026	NUTRI UPDATE	CAE0063	NUR PATIENT TC
CAE0027	CRISIS INTER	CAE0064	NURS SKILLS
CAE0030	TIME MANAGE	CAE0065	INTRAVENOUS
CAE0034	CARDIO DRUGS	CAE0066	12 LEAD EKG
CAE0035	NUR CARE HEART	CAE0067	CARDIO ASSESS
CAE0036	INFLU MOTIVATE	CAE0068	SELF EVAL
CAE0042	HUM SEXUALITY	CAE0069	REV DENT RAD
CAE0043	BEGIN MED SPAN	CAE0070	PROJECT CLASS
CAE0044	EMER CARE FLT	CAE0071	LEGAL ISSUES
CAE0045	PEDS UPDATE	CAE0072	PEDIATRIC
CAE0046	PSYCH MECHNSM	CAE0073	ISSUES & TREND
CAE0047	CREAT THERAPY	CAE0075	TRANS ANALYSIS
CAE0048	FUND GRP COUNS	CAE0076	EMOTION CRISIS
CAE0049	VAL CLARIF NSG	CAE0077	GRIEF & BEREAV
CAE0050	CANCER	CAE0078	NURSE AND LAW
CAE0051	ACID BASE	CAE0081	INTRAORAL RAD
CAE0052	INFECTION	CAE0082	PATIENT CARE
CAE0054	TRAUMA	CAE0083	CREDENTIALING

CAE0084 TRANS NURS  
CAE0085 DRUG ABUSE  
CAE0086 PEDS ASSESS  
CAE0088 PROBLEM ORIENT  
CAE0089 REV E R NURS  
CAE0090 PROGRAM EVAL  
CAE0091 PHAR HOME SERI  
CAE0092 PHAR HYPERTEN  
CAE0093 PHARM DIABETES  
CAE0094 PHRM DRUG THER  
CAE0095 PHARM CHF  
CAE0096 PHARMA ASTHMA  
CAE0097 REHB GERIATRIC  
CAE0098 REV BC RAD CRT  
CAE0099 CE SPEC TOPICS  
CAE0101 HEALTH CLAIMS  
CAP1930 THE COMPUTER  
CAP2001 SYS DEV / DES  
CAP2030 DP PROJECT

#### Business Technology

CBE0001 BASIC SUPERVSN	CBE0010 CPS SEC SKILLS
CBE0002 RE POST REGIST	CBE0011 CPS OFF PROC
CBE0005 CPS REVIEW	CBE0013 BAS ACCTG PRIN
CBE0006 CPS BEHAV SCI	CBE0014 COL TYP AW CON
CBE0007 CPS BUS LAW	CBE0015 BRWRD WOM BUS
CBE0008 CPS ECON	CBE0016 CLERICL SK TNG
CBE0009 CPS ACCTG	CBE0017 REC MGMT SEM



CBE0018 UNION/LAB LAW  
 CBE0019 BASIC DATA PRO  
 CBE0020 S H SKILL BLDG  
 CBE0021 MTH IMP CST RD  
 CBE0022 PRODUCTIVITY  
 CBE0023 IND MOT  
 CBE0024 TR PL PROD IMP  
 CBE0025 LAB RELS  
 CBE0026 ANLY FIN STATS  
 CBE0027 TREAS CARD  
 CBE0028 R E LICENSE RE  
 CBE0029 WOMEN MONEY  
 CBE0030 DVRV INCH TAX  
 CBE0032 CLERICAL SK TN  
 CBE0033 WORD PROC SEM  
 CBE0034 DV POL/PROC MN  
 CBE0035 FIL FUN PROFIT  
 CBE0036 SPEEDWRITING  
 CBE0037 BAS ACCT PR II  
 CBE0038 CREAT FIN I  
 CBE0039 CREAT FIN II  
 CBE0040 WOMEN IN BUS

CBE0041 SELECTED TOPIC  
 CBE0042 NITTY GRITTY  
 CBE0043 TOMORROW'S OFF  
 CBE0044 INS/CONTRACTOR  
 CBE0047 WHAT MAN DO  
 CBE0048 ACCT FOR MAGR  
 CBE0049 COM SKILLS MGR  
 CBE0050 COMP BASICS MG  
 CBE0051 IAFP ESTATE PL  
 CBE0052 IAFP FEDER TAX  
 CBE0053 MGR GUIDE HM B  
 CBE0054 BUILD MEM SKIL  
 CBE0055 CERT PURCH MGR  
 CBE0056 FIN PLANNING I  
 CBE0057 FIN PLANNING 2  
 CBE0058 FIN PLANNING 3  
 CBE0060 FIN PLANNING  
 CBE0061 IAFP EST PL  
 CBE0062 IAFP FED TA  
 CBE0063 R E FOR WOM  
 CBE0064 ELEM DESIGN

#### Criminal Justice

CJ0997 CRIMNL JUST  
 CJ1020 INTRO TO CJ  
 CJ1100 SURVEY OF LE  
 CJ1220 CRIMINAL LAW

CJ1230 CRIM EVIDENCE  
 CJ1250 CONSTITUT LAW  
 CJ1300 AMER CORR  
 CJ1410 POLICE ADMIN I

CJ1420	POL ADM II	CJ2330	PROB/PARL PROC
CJ1440	CONFINEMNT FAC	CJ2350	COR CASEWORK
CJ1800	SECURITY OPER	CJ2810	CON RET SEC
CJ1820	SECURITY ADMIN	CJ2930	CUR TOPICS LE
CJ1949	CO OP PRACT	CJ2933	CORR SEM
CJ1997	CRIMNL JUST	CJ2938	CUR SEC PROB

#### Community Services

CEA0009	STOP SMOKING	CEA0053	MAN CPR
CEA0010	PSY NUR REVIEW	CEA0054	PREP ADM MEDS
CEA0011	MED NUR REVIEW	CEA0058	BAS TCH MET ED
CEA0012	OB NUR REVIEW	CEA0064	SEL LAB TESTS
CEA0013	PED NUR REVIEW	CEA0065	NUR ASMNT TOOL
CEA0014	SUR NUR REVIEW	CEA0066	NURS PROCESS
CEA0016	REFRESHER COUR	CEA0067	SHOCK
CEA0021	REFRES PRACTIM	CEA0069	PHY ASSESS
CEA0022	21ST CNTRY NTR	CEA0070	CAN NURS
CEA0023	LIFE SAVING	CEA0071	ASSERT NUR
CEA0027	PHARM FOR RN S	CEA0072	LEGAL NURS
CEA0034	BAS TEACH MET	CEA0074	FLUIDS ELECT
CEA0036	NUTR KOSHER	CEA0075	COMM SKILL NUR
CEA0038	NUTR FOR LESS	CEA0077	ASSESS NEURO
CEA0041	ARRHY ANAL	CEA0078	ASSESS RESPIR
CEA0045	DEATH	CEA0079	ASSESS CARDIO
CEA0046	INTER PER REL	CEA0080	ASSESS ABDO
CEA0048	TEAM BLDG	CEA0081	ASSESS MUSCU
CEA0050	NURS LEAD	CEA0082	HEMO MONIT
CEA0052	FUND GERIT NUR	CEA0083	COPING STRESS

CEA0086	SRP	CEB0055	REM BUS MATH 2
CEA0091	CARDIAC REHAB	CEB0056	BAS BUS MATH I
CEA0093	FAM PLAN POP	CEB0057	BAS BUS MATH II
CEB0007	PUB RELATIONS	CEB0058	REM BUS ENG I
CEB0010	CONSUM RTS RES	CEB0060	OFFICE PRO
CEB0013	INVEST TRENDS	CEB0066	BUS MOTIVATION
CEB0014	INC TAX PREP	CEB0067	SELLING PRINCI
CEB0016	PER FIN PLAN	CEB0069	MANAGEMENT
CEB0023	SUPERVISION	CEB0070	INTRO TO SPEC
CEB0025	SMALL BUS MGMT	CEB0071	BAS BUS ENG I
CEB0028	AGENTS QUALIF	CEB0072	BAS BUS ENG II
CEB0030	P L PROBATE	CEB0073	PERS PREP BUS
CEB0031	R E TITLE CLOSE	CEB0074	BUS HUMAN RELA
CEB0032	C.I.C. SEMINAR	CEB0075	PREP CONTRACT
CEB0033	ERISA TRU RESP	CEB0077	CON SPANISH II
CEB0035	SEC UPDATE W P	CEB0078	SALES PROM
CEB0038	PURCH SEMINAR	CEB0079	STENOGRAPH II
CEB0039	OFFICE PRO	CEB0083	C'NTR SLS TRNG
CEB0040	SEM. JOB HUNT	CEB0084	SEC PROC/ADMIN
CEB0043	INS/2 20 REV	CEB0085	COMMUNICATIONS
CEB0044	WOMEN MANGMT	CEB0086	TYPEWRITING 2
CEB0045	CAREER WOMEN	CEB0087	TYPEWRITING 3
CEB0046	INCOME TAX PRP	CEB0088	S'H DIST/TRANS
CEB0047	BEG TYPING	CEB0090	RTL MKT MGT II
CEB0048	REFRESH TYPING	CEB0091	RT MKT MNT III
CEB0049	SHAND REFRESH	CEB0092	RET MKT MGT IV
CEB0053	MONEY	CEB0093	BANK TNG I
CEB0054	REM BUS MATH I	CEB0094	BANK TNG II

CEB0095 BANK TNG III  
CEB0098 TRUSSES  
CEB0099 CONSLT COMP  
CEC0012 COMM MARRIAGE  
CEC0015 TEC RPT WRIT  
CEC0016 BEG CONV SPAN  
CEC0018 GRAPHOLOGY  
CEC0022 WRIT CREAT DEV  
CEC0024 LIP READING  
CEC0025 EFF LISTENING  
CEC0026 ENG BIBLE LIT  
CEC0029 SELF IMAGE  
CEC0033 PUBLIC SPEAK  
CEC0034 BROADCAST ADV  
CEC0035 SPEED READING  
CEC0039 BROADCASTING  
CEC0040 RADIO PROGRAM  
CEC0043 AMERICAN NOVEL  
CEC0044 INTR CHILD LIT  
CEC0045 COMP RELIGION  
CEC0049 BOOK REVIEW  
CEC0053 POETRY WORKSHP  
CEC0055 HELP CHILD RD  
CEC0057 PROF WRITING  
CEC0058 MINI POETRY  
CEC0059 NEWSWRITING  
CEC0062 SELF AWAR  
CEC0063 SPEAK IN

CEC0066 HEBREW  
CEC0071 CONV GERM  
CEC0072 CONV FREN  
CEC0073 BEG SPAN  
CEC0075 READ MED  
CEC0076 BK REVIEW  
CEC0079 WORLD A ST  
CEC0080 JEW AMER  
CEC0081 HISTORY JE  
CEC0084 SPAN 3 ID  
CEC0085 MOTHERS DA  
CEC0086 CONV SPAN  
CEC0089 ADV GERMAN  
CEC0090 ANC EGYPT  
CEC0091 ENG FOR HA  
CEC0092 ESOL NON O  
CEF0003 FRE EXPRES  
CEF0004 MACRAME  
CEF0005 PAINTING  
CEF0006 STONE SCUL  
CEF0008 PHOTOGRAPH  
CEF0011 CHMBR MUS  
CEF0013 ART APPREC  
CEF0019 BEGIN PAINT  
CEF0021 BEGIN DRAWING  
CEF0022 ADULT JAZZ ENS  
CEF0025 20TH CENT MUS  
CEF0026 CREAT WEAVING

CEF0027	CERAMICS	CEF0085	BEG FLUTE
CEF0028	WOMEN ART	CEF0086	BEG BRASS
CEF0029	TWO PIANO SEM	CEF0087	MUSIC CHILD
CEF0032	ART WORKSHOP	CEF0088	JUGGLING
CEF0039	JAZZ IMPROV	CEF0089	CALLIGRAPHY I
CEF0041	ARTS & CRAFTS	CEF0090	CALLIGRAPHY II
CEF0053	PRE COL ART	CEF0091	ETHNIC CONTR
CEF0054	PAINT WORKSHOP	CEF0092	SUMMER BAND
CEF0055	PAINT CHILD	CEF0093	RHYME REASON
CEF0056	OPERA WORKSHOP	CEF0094	MUSIC SENIORS
CEF0057	ELEM WOODWIND	CEF0095	CLARINET WK II
CEF0058	ELEM FLUTE	CEF0096	CLARINET WK I
CEF0059	SYMPHONETTE	CEF0097	SAX JAZZ WK II
CEF0060	ELEM STRING	CEF0098	SAX JAZZ WK I
CEF0061	PREP MUS I	CEF0099	JAZZ ENS WKSHP
CEF0062	PREP MUS II	CEG0085	WOMEN ALONE
CEF0072	INTER STRING	CEG0006	WOMEN IN TECH
CEF0073	INTER WOODWIND	CEG0011	T.A. II
CEF0074	INTER FLUTE	CEG0022	CREAT WRIT WK
CEF0075	IMAGES	CEG0024	CAREER WKSHOP
CEF0077	STRING ORCH	CEG0027	WMN POTENTIAL
CEF0078	PREP MUS I/C	CEG0031	WOMEN WINNERS
CEF0079	MUS II/C	CEG0034	PRACT PSYCH
CEF0080	SEN CIT SING	CEG0035	CRISIS COPE
CEF0081	PREP MUSIC I	CEG0039	EFFECT PARENT
CEF0082	PREP MUSIC II	CEG0044	FAM FIN PLAN
CEF0083	BEG STRING	CEG0045	MAN, LOVE, SRCH
CEF0084	BEG WOODWINDS	CEG0046	UNDRSTND CHILD



CEG0053	PSY GRAPHOANAL	CEG0097	CHANGE CAREERS
CEG0057	LAW AND YOU	CEG0098	ON YOUR OWN
CEG0058	WOMENS AWARE	CEG0099	CREAT RETIRE
CEG0059	PSYCH RELATION	CEH0001	W UNARM DEFENS
CEG0060	WOMEN AS AGENT	CEH0003	AIKIDO
CEG0061	COMMUNITY RES	CEH0004	BEGINNING GOLF
CEG0062	ASSERTIVE TRNG	CEH0005	WLD FOLK DANCE
CEG0069	WOMEN'S FORUM	CEH0008	GOLF (ADVANCED)
CEG0070	SR ENRICH EXPR	CEH0010	BEG TENNIS
CEG0071	YOUR COMMUNITY	CEH0014	JAZZ DANCE I
CEG0072	PULL OWN STRNG	CEH0016	DANCE RHYTHM
CEG0073	YOUTH GROUPS	CEH0017	YOGA
CEG0078	SINGLE WOMAN	CEH0021	SLIMNASTICS
CEG0081	JEWISH EXPER	CEH0022	DANCE CHILDREN
CEG0083	WOMAN TO WOMAN	CEH0023	BEG SAILING
CEG0084	COPING W PREJ	CEH0024	BEG SWIM CHILD
CEG0085	COMM ORG	CEH0025	BEG SWIM ADULT
CEG0086	WOMEN ON WAY	CEH0035	BEG GOLF SWING
CEG0087	YOUR NEXT STEP	CEH0037	INTERM GYM
CEG0088	CREATIVE LIVNG	CEH0038	INT GOLF SWING
CEG0089	PSYCH WT CONTR	CEH0039	DANCE GYMNAST
CEG0090	SEP DID	CEH0041	SUMMER TENNIS
CEG0091	LEADER SK WKSP	CEH0043	LIV LOV AFT 60
CEG0092	ADV T A	CEH0046	BALLET CHILD
CEG0093	MAN, LOVE, II	CEH0047	GYM CHILD
CEG0094	LEARNI TO WIN	CEH0048	TENNIS CHILD
CEG0095	JR ACH LEADSP	CEH0049	HAWAIIAN DANCE
CEG0096	ESPEC FOR MEN	CEH0050	LIFEBOAT NAV

CEH0052 PRES SELF SUCC  
CEH0053 SR CIT DANCE  
CEH0054 SENIOR FITNESS  
CEH0055 RELAXATION  
CEH0056 ATHLETIC TRAIN  
CEH0057 RACQUETBALL  
CEH0058 DISCO DANCING  
CEH0061 SOC ENR DANCE  
CEH0062 KEEP FIT  
CEH0063 YOGA LONG LIFE  
CEH0064 MINI FITNESS  
CEH0065 CARD GAMES SR  
CEH0067 DANCE ADV  
CEH0072 SLF DEF CHILD  
CEH0073 YOGAEROBICS I  
CEH0076 PRE DANCE COND  
CEM0006 SAILING BRWD  
CEM0008 AUDUBON LECT  
CEM0010 LNDSCP DSGN  
CEM0011 DECOR E FLA PL  
CEM0012 CELES NAV  
CEM0016 LEARN METRIC  
CEM0017 ASTROLOGY  
CEM0018 ASTROLOGY II  
CEM0019 INTRO OCEAN  
CEM0021 AURAS  
CEM0022 ENERGY CONSERV  
CEM0024 COMPUT SK C DA

CEM0025 NATURE STUDY  
CEM0026 ENERGY CRISIS  
CEM0027 UNSTG WEATHER  
CEM0028 MATH PAR STU  
CEM0030 REC MATH TECH  
CEM0031 SAILING  
CEM0032 CANOEING  
CEM0033 FLORIDA SHELLS  
CEM0034 DEMYS SCIENCE  
CEM0035 MATH & YOU  
CEP0007 HOW TO FIX IT  
CEP0016 HOME REPAIR  
CEP0019 CAR CARE  
CEP0023 PUB PKS MAINT  
CEP0024 METH REC SUPV  
CEP0027 P PKS INT PROG  
CEP0028 INDOOR PLANTS  
CEP0029 HM LNDSCAPING  
CEP0030 HOW BETTER PIX  
CEP0031 VOICE IMPROVMT  
CEP0032 GOING ABROAD  
CES0007 LEARN DISABIL  
CES0013 MONTESSORI  
CES0016 SEM BLK HIST  
CES0018 WORLD AFFAIRS  
CES0022 CIVILIZATIONS  
CES0023 WORLD CULTURES  
CES0024 INTRO INT TRAV

CES0054 DYN LV TCH BIB  
CES0055 C I W A SR CIT  
CES0056 CREATIVITY  
CES0057 DEBATING ISSUES  
CES0058 WEEK IN REVIEW  
CES0059 A JUST SOCIETY  
CES0060 CREAT PROCESS  
CES0062 VISITING CIVIL  
CES0063 GREAT LEADERS  
CES0064 CITIZEN INVOLV  
CES0065 POLIT PHILOS  
CES0066 CHINA CHALLENG  
CES0067 CHANGING SOC  
CES0068 NEWS IN PERSPT  
CES0070 NEW WORLD CULT  
CES0071 CULTURES EUR  
CES0072 UNDERST MID E  
CES0073 FAR EAST CULT  
CES0074 SOCIAL PROB  
CES0075 AMER ECON PROB  
CES0076 U S DEFENSE  
CES0077 US FOREIGN POL  
CFE0001 ART SENIORS  
CFE0002 PERFORM ARTS  
CSS0031 REM NAMES/FACE  
CSS0032 DEV SALES SKIL  
CSS0033 OPTIONS FOR WP  
CSS0034 WRITING MAGAZ

CSW0011 COM SER WKSP  
CSW0012 LIFE/CAREERWKP  
CSW0013 PARENT UPDATE  
CSW0015 MAD ACA PRO I  
CSW0016 MAD ACA PRO II  
CSW0017 MAD ACA PRO 3  
CSW0018 BRWD:SEARCH NC  
CSW0019 BRWD SEARCH C  
CSW0020 WORK HABITS SK  
CSW0021 AFT PAINT DRAW  
CSW0022 AFT GROOMING  
CSW0023 AFT RACQUETBAL  
CSW0024 AFT TEAM SPORT  
CSW0025 AFT CAREERS  
CSW0026 AFT TYPING  
CSW0027 AFT DRAMA  
CSW0028 AFT SCIENCE  
CSW0029 AFT AUTO REP  
CSW0030 AFT ARTS CRFTS  
CSW0031 BAND WORKSHOP  
CSW0036 CONDO INST I  
CSW0037 DECISION MAKIN  
CSW0038 PEER COUNS TNG  
CSW0039 MEMRIONICS  
CSW0040 AUTHOR TELLS  
CSW0041 ART CRAFT S.H.  
CSW0042 INFO/FES I  
CSW0043 INFO/REF II

CSW0044	MANGT PRO I	GE00008	PEER COUNSELING
CSW0045	MANGE PRO II	CGE0011	CHG LFSTY PRO
CSW0046	PRACTICUM	CGE0012	OPER RELOCAT
CSW0047	PARENT UPDATE	CGE0013	LIFE HIST SEN
FE00005	INT DESIGN	CGE0014	JR ACH LDRSP 2
FE00011	POET THER ED 1	CGE0015	STRESS MGMT
FE00012	POET THER ED 2	CGE0016	LOVE
FE00013	MED BRASS RUB	CGE0017	CONT MORAL ISS
FE00014	DECORATING FLA	CGE0018	DECISIONS
FE00015	ART PRT BUYING	CGE0020	WOMEN SUPPORT
FE00016	JR SUMMER BAND	CGE0021	ADULT CHILDREN
FE00017	DRAMA ENCONTE	CGE0022	TRANSITION
FE00018	PHOTOGR BEG	CGE0023	S.O.S.
FE00019	STAINED GLASS	CGE0024	PRACT PSYCH II
FE00020	ROADSHOW	CGE0025	LAW ENF CAREER
FE00021	CLAY SCULPT	CGE0026	STRESS MGMT
FE00022	MUSIC THEORY	CGE0027	PARENTING T A
FE00023	ST GLASS WKSHP	CSS0018	FIRE DEPT MGMT
FE00024	ENG BRASS BAND	CSS0019	BACKGAMMON SEM
FE00025	WINES OF WORLD	CSS0020	GRANT SEM
FE00026	VIDEO ART		
GE00001	OUTLK OPTIONS		
GE00002	NEWLY BEREAVED		
GE00003	CONDO LIVING		
GE00004	WT CONTROL II		
GE00005	PARENT R PEOP		
GE00006	CIV RTS HOC		
GE00007	ASSERT LVG II		

## APPENDIX II

### BROWARD COMMUNITY COLLEGE

#### History Travel-Study

LONDON-EGYPT-GREECE-AMSTERDAM

HIS 2955  
ECO 2003

1980

#### Evaluation

Please respond to the following questions as honestly and completely as possible. Your responses will greatly facilitate our planning of future travel courses. Your grade will in no way be affected by the answers you give. It is not necessary to sign your name to this evaluation. Be as candid as possible. If you were displeased in some way, please indicate this. If you were satisfied, your comments will be appreciated.

#### I. PRE-DEPARTURE PERIOD

1. How did you first learn of this BCC study-tour? \_\_\_\_\_  
\_\_\_\_\_
2. Did you receive accurate details when you expressed interest?  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Did the monthly letters keep you adequately informed? Yes \_\_\_\_\_  
No \_\_\_\_\_ If No, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Did you find the pre-departure classes informative and/or worthwhile? Yes \_\_\_\_\_ No \_\_\_\_\_. Should more time be spent in preparation before departure? Yes \_\_\_\_\_ No \_\_\_\_\_ Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What else might have been done to better prepare you for the trip?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## II. TRAVEL ARRANGEMENTS

### A. Transportation:

1. Do you approve of the air mode of transportation? Yes \_\_\_\_\_  
No \_\_\_\_\_
2. Would you prefer alternate methods (train/bus/ship)?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, please identify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Can you suggest any improvements in the transportation  
area? \_\_\_\_\_  
\_\_\_\_\_

### B. Tour Pace:

1. Should fewer cities be visited? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Should the trip be longer? Yes \_\_\_\_\_ No \_\_\_\_\_ Shorter?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Did you find fatigue to be a problem? Yes \_\_\_\_\_ No \_\_\_\_\_  
If Yes, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Did you suffer from "museumitis" or "runitis"? Yes \_\_\_\_\_  
No \_\_\_\_\_ Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Ground Arrangements:

1. Please evaluate the hotels/accommodations used for this year's study tour

	<u>HOTEL</u>				<u>LOCATION</u>				<u>SERVICE</u>			
	Excel- lent	Good	OK	Poor	Excel- lent	Good	OK	Poor	Excel- lent	Good	OK	Poor
LONDON												
CAIRO												
LUXOR												
ASWAN												
ATHENS												
AMSTER- DAM												

Comments: \_\_\_\_\_

2. Do you feel that the included orientation tours, excursions, transfers, meals, etc. were satisfactory? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_

3. Were you genuinely disappointed with any of the land arrangements provided? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, please explain: \_\_\_\_\_

4. Were you pleasantly surprised by any of the ground arrangements? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, please explain: \_\_\_\_\_

5. Did you participate in any optional tours? Yes \_\_\_\_\_ No \_\_\_\_\_  
If Yes, which one(s): \_\_\_\_\_

Did you find them satisfactory? Yes \_\_\_\_\_ No \_\_\_\_\_ If No,  
please explain: \_\_\_\_\_

6. How would you evaluate the Greek Island Cruise? \_\_\_\_\_

7. What did you think of the Egypt experience? \_\_\_\_\_

D. Overall Travel Arrangements:

1. Do you feel that you received a fair value for your money?  
Yes \_\_\_\_\_ No \_\_\_\_\_

2. Can you recommend any changes or improvements? \_\_\_\_\_

3. What is your overall evaluation of the travel arrangements? \_\_\_\_\_

III. COURSE EVALUATION

1. Was the itinerary consistent with the objectives of a course  
in historical travel? Yes \_\_\_\_\_ No \_\_\_\_\_ Would you add or  
omit any countries or cities? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes,  
please identify \_\_\_\_\_

2. Should there be any specific requirements, prerequisites, or screening for participation in future study tours? Yes \_\_\_\_\_  
No \_\_\_\_\_ If Yes, please explain: \_\_\_\_\_

3. Were the course requirements reasonable? Yes \_\_\_\_\_ No \_\_\_\_\_  
Was too much expected? Yes \_\_\_\_\_ No \_\_\_\_\_ Too little expected? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments: \_\_\_\_\_

4. Were the required sights for each city appropriate and reasonable? Yes \_\_\_\_\_ No \_\_\_\_\_  
If No, please explain: \_\_\_\_\_

5. Did you find the suggested list helpful? Yes \_\_\_\_\_ No \_\_\_\_\_

6. Was the structure and organization of the trip satisfactory? Yes \_\_\_\_\_ No \_\_\_\_\_

Should more group activities be included? Yes \_\_\_\_\_ No \_\_\_\_\_

Should fewer group activities be included? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_

#### IV. INSTRUCTOR EVALUATION

1. Did the instructors keep you informed of times, schedules, procedures, and events? Yes \_\_\_\_\_ No \_\_\_\_\_  
If No, please explain: \_\_\_\_\_

2. Did the instructors handle efficiently such things as airports, transfers, hotel check-ins, excursions, and complaints? Yes \_\_\_\_\_  
No \_\_\_\_\_ If No, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Did the instructors fulfill the role you expected of them?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If No, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Did you feel comfortable in their presence? Yes \_\_\_\_\_ No \_\_\_\_\_  
If No, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you have any specific complaints regarding the instructors?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Can you recommend any ways in which the instructors might improve their function? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What is your overall evaluation of the instructors? Elaborate as fully as possible \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V. OVERALL EVALUATION

1. Would you consider going on another BCC summer study-tour in the future? Yes \_\_\_\_\_ No \_\_\_\_\_



2. Would you recommend this study-tour to your friends? Yes\_\_\_\_\_

No\_\_\_\_\_ Why or why not:\_\_\_\_\_

3. What is your overall evaluation of the study-tour? Please include any comments not covered by a previous question as well as any recommendations for improvement\_\_\_\_\_

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## SUMMARY AND RECAPITULATION OF RECOMMENDATIONS

### Standard One - Purpose

No recommendations

### Standard Two - Administration and Organization

1. The College should develop a performance review system for all employees and conduct training sessions for supervisory personnel and employees before its implementation.

### Standard Three - Educational Program

1. The College should increase the articulation among and between the various academic departments and develop a plan which will insure the maintenance of an acceptable level of course consistency at all College locations.
2. The College should develop a required textbook policy which would correct weaknesses inherent in the current policy.

### Standard Four - Financial Resources

1. Training sessions in cashiering procedures should be extended to include all personnel involved.
2. The collection of delinquent student fees and loans should be handled more aggressively to eliminate excessive write-offs.
3. Steps should be taken to insure separation of duties in the Payroll Department. This action may require increasing the current staff.

### Standard Five - Faculty

1. The College should develop a collegewide plan allowing for the comprehensive evaluation of full-time faculty performance.
2. The College should devise a collegewide policy covering the orientation, supervision, and evaluation of part-time faculty.



### Standard Six - Library

1. The College should expand library facilities at North Campus so that more students can be accommodated at one time.
2. The College should conduct a needs-assessment survey to determine the proper and necessary level of staffing/service in Learning Resources. Recommendations resulting from this survey should be acted upon consistent with good financial management of available funds.

### Standard Seven - Student Development Services

No recommendations

### Standard Eight - Physical Resources

No recommendations

### Standard Nine - Special Activities

1. The College should establish a separate transcript for those students enrolled in the Continuing Education programs which award C.E.U.'s.
2. The College should allow for lack of conformity in course requirements within academic departments when Experiential Learning examinations are developed. In all cases, however, standards should be maintained at the highest level.
3. The College should enlarge and improve the parking facilities on North Campus to accommodate the patrons of OMNI Auditorium.

These recommendations are relatively discrete in that they relate specifically to individual standards, and interrelationships do not exist except in the broadest sense.

Several recommendations deal with the need for additional training programs and expanded performance review systems. The fact that there are no recommendations for the Standards on Purpose, Student Development Services, and Physical Resources indicates that there is comparative satisfaction with these aspects of the College.

There are a number of suggestions which the committees made, not as a result of violations of standards, but which, if acted upon, could be of real benefit to the College as ways of improving its performance related to a particular standard. These suggestions should be taken seriously, and the College should consider the implementation of each suggestion based on its own merits.

### Standard - Purpose

1. The College should charge a new Standing Committee with the responsi-

bility of reviewing the current purposes on an annual basis. This review should include, but not necessarily be limited to, clarity of wording, degree to which the purposes are being met, effect of intervening variables on the appropriateness of the purposes, and suggested changes to the College's purposes.

## Standard Two - Administration and Organization

1. The College should develop a consistent feedback policy so that College employees who provide input will understand why decisions are made. The implementation of this suggestion should also improve morale and make more employees willing to serve actively on College committees.
2. The administration should carry the suggestion that faculty, staff, and students be represented on the Board of Trustees to the Council of Presidents for discussion and possible recommendation of the Council to the Department of Education and other appropriate bodies.
3. The Office of Institutional Research should establish a newsletter which will have wide distribution throughout the College. The purpose of this newsletter would be to let members of the College community know when the results of studies are available and where they are available and to report summary results of studies which the Director of Institutional Research believes to be of interest to the College community.

## Standard Three - Educational Program

1. Wherever physically possible, various components of the learning laboratory system offered by the College should be coordinated. An attempt should be made to reduce the number of places a student must go for assistance. Ways should be sought to use more efficiently personnel, equipment, and materials in the laboratories.

## Standard Four - Financial Resources

1. The College should conduct a study to determine if the level of expenditure in each area is as intended and to establish spending goals which would allow for a "valued" comparison with like or similar institutions.
2. The College should either adhere to the timeline required by the current financial planning procedures, or change the timeline to one which is more appropriate to the real situation in which the College has to operate.
3. The College should implement an on-line system for monthly financial reports.

4. The College should give consideration to streamlining the current budgetary process where possible.

#### Standard Five - Faculty

1. The College should aggressively pursue additional funding from the legislature and other sources to provide monies for additional salary increases.
2. The College should pursue its stated goal of attempting to reduce the number of part-time faculty and increase the number of full-time faculty in departments with an inordinately high percentage of part-time faculty.
3. The College should devise more comprehensive methods of recognizing faculty performance and accomplishments.
4. The College should conduct a needs assessment for support personnel and services to determine if personnel and services are equitably distributed throughout the institution.

#### Standard Six - Library

1. The College should adopt a policy requiring that all departmental requests for audio-visual materials and equipment, regardless of funding source, be submitted through the Dean of Academic Affairs on each campus to be coordinated by Learning Resources before purchase.
2. The College should seek new or additional sources of funding for the purchase of audio-visual materials and equipment. Provision should be made within the College budget for purchasing replacement materials and equipment on a scheduled basis, without regard to funding source.
3. The College should define a policy outlining financial responsibility for damage or loss of equipment or materials by the using department. Transfer of departmental funds to Learning Resources for replacement of abused or lost items would insure greater care of equipment and materials and insure that the services of Learning Resources would not be curtailed by the loss of these items.

#### Standard Seven - Student Development Services

1. The College should develop an ongoing evaluation mechanism to assure that the new College assessment program is meeting its goal of accurately assessing students in basic communication and computation skills.

## Standard Eight - Physical Resources

1. The College should examine, in detail, its custodial services program and continue to make improvements until an acceptable level of cleanliness can be assured.
2. The proposed training plan for maintenance personnel should be implemented as soon as possible.
3. The College should develop a plan for preventive maintenance and replacement of major items of physical equipment.
4. The College should provide a means of utilizing the talents of students and personnel in related technical programs in assisting in the maintenance of physical facilities and related equipment.
5. The College should have experts study the condition of deteriorating wood on North Campus building exteriors and then recommend appropriate measures for repair or replacement.

## Standard Nine - Special Activities

1. If planetarium viewing times are expanded, additional staff should be provided.
2. The College should have more articulation with the School Board concerning possible overlapping of BCC courses with those offered by the Broward County Adult Education Department.
3. There should be better coordination among the Continuing Education/Community Services Division Directors in order to reduce duplication of effort in marketing Division programs.
4. The College should increase efforts to coordinate the courses which offer C.E.U.'s between and among the divisions and departments which offer them.
5. There should be a clearer understanding between the Registrar's office and those areas on each campus that are offering C.E.U. classes.
6. Some method should be devised to reflect more accurately the C.E.U. credit earned by each division/department. This could be part of the SSH generated by that particular area and considered as a factor in its productivity.
7. Consideration should be given to allowing full-time instructor participation in C.E.U. seminars, short courses, etc. as part of the full-time teaching assignment.
8. There should be better communication between the Criminal Justice Institute and the Registrar's Office.



9. Function audit studies should be made to determine the need for additional administrative personnel in the Continuing Education for Allied Health Personnel Department to accomplish many of the goals and objectives.
10. Coordination of Continuing Education for Allied Health Professionals offerings with those of Continuing Education/Community Services should be increased.
11. The Registrar's Office, on the advice of the Allied Health Division, should re-evaluate the type of C.E.U. credit awarded in the Allied Health Professionals programs.
12. If the College's programs in Experiential Learning and Cooperative Education continue to grow, there must be additional allocation of personnel and resources.
13. Administrators and faculty should be better informed about Experiential Learning so that they might more enthusiastically encourage students to enroll.
14. The Office of Cooperative Education and Experiential Learning on Central Campus should be moved closer to the Administration and Registration area.
15. The library or academic departments on each campus should maintain on reserve status the current textbook being used by each credit class. Thus persons wishing to receive Experiential Learning credit would have the opportunity to review the text before attempting any examination. Such a procedure would be a money-saving service to potential students.
16. The College should conduct a new needs assessment to determine if changes should be made in cultural programming.
17. A direct line of communication should be established between the managers of Bailey Hall and OMNI Auditorium and the Cultural Affairs office.
18. Cultural Affairs, in conjunction with College Relations, should establish some methods and procedures whereby they may give to faculty and staff a better understanding of the potentialities of Bailey Hall and OMNI Auditorium and the importance of the two concert halls in fulfilling Purpose Four of Broward Community College: "To serve as an educational and cultural center for Broward County and South Florida."
19. The College should offer additional Honors courses representing more academic disciplines.
20. An evaluation of the Honors/Scholars Program should be conducted to determine strengths and weaknesses of the program as well as future directions.



21. The current policy concerning compensation of study-travel program faculty should be re-examined to determine if it would be more appropriate to consider study-travel assignments as part of the regular teaching load.
22. In addition to courses offered in the regular terms, there should be courses offered by Open College which are out of sequence with the regular terms.
23. The feasibility of offering courses developed by Open College should be projected.

Analysis, plans, and projections in this Self-Study envision an expanding and a comprehensive community college. It is essential that in the future the rate of growth and total resources be kept in proper balance. Evaluation should continue as an internal, informal, and ongoing process allowing for all College personnel to offer suggestions and make recommendations.







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BROWARD COMMUNITY COLLEGE  
IN-HOUSE SELF-STUDY MANUAL

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6.3 Use of Resources, Persons, and Materials

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6.6 Scheduling of Committee Meetings

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7.1 Purpose

7.2 Frequency

7.3 Distribution



## 1. INTRODUCTION

### 1.1 Purpose of the Self-Study Manual

An in-depth institutional renewal self-study project at a large urban multi-campus, multi-purpose institution such as Broward Community College is a complex undertaking. This in-house Self-Study Manual serves to give direction to the project. It is intended to be the procedural guide for all members of the College community who are taking part in this institutional improvement project.

### 1.2 General Purpose of a Southern Association of Colleges and Schools Institutional Self-Study

The Self-Study Program is the primary means for determining an institution's compliance with the STANDARDS OF THE COLLEGE DELEGATE ASSEMBLY. A complete description of these standards is found in the Standards booklet which has been given to each member of the Steering Committee and each standard committee chairperson.

The essential characteristics of an effective self-study which will be used as guidelines by the SACS visiting committee are as follows:

1. The self-study should be comprehensive, assessing every aspect of an institution's operations.
2. The self-study should have broad involvement of every segment of the college community. It should not be an activity of faculty alone or administration alone.
3. The self-study should be analytic, identifying institutional strengths and weaknesses.
4. The self-study should present recommendations designed to remedy weaknesses identified by the self-study.
5. The self-study should project the institution into the future, identifying short- and long-range concerns and goals of the institution and ways in which the institution intends to deal with its concerns and reach its goals. (Manual For the Institutional Self-Study Program of the Commission on Colleges, Southern Association of Colleges and Schools, 1977, p. 5.)

### 1.3            SACS Support

Dr. Bennett Hudson is the SACS staff member who has been assigned to assist Broward Community College with its Self-Study project. SACS will provide one free visit for the purpose of explaining the nature of the Self-Study program. Dr. Hudson, or his representative, may be requested to make additional visits during the project at college expense. He will be available throughout the project to assist in the development and implementation of the project.

### 1.4            General Purpose of the American Council on Education/ Higher Education Management Institute Project

The ACE/HEMI program has been designed to help higher education institutions with institutional renewal and improvement, human resource development, and self-study for accreditation.

ACE/HEMI offers an action-oriented approach to self-study, offering concrete methods for assessing institutions and carrying out the recommendations and suggestions which result from the self-study process.

### 1.5            Coordination of Self-Study and ACE/HEMI Process

HEMI	Self-Study	Key Events	Time- line
1. Introduction	1. Organization	Task Force Organized	9/80
		General Introduction	9/80
		Survey Administration Workshop	10/80
2. Needs Assessment	2. College-Wide Needs Assessment	Administration of Survey	11/80
	3. Component Needs Assessment	Self-Study Manual and Unit Self-Evaluation	2/81- 5/81



(Continued)

3. Feedback/ Action Plan	4. Preparation of Self-Study Re- port and Recom- mendations	Feedback Ses- sions	1/81
		Standards Committees Written Drafts	9/81- 1/82
4. Implementation	5. Action on Re- commendations from Groups	Training and Development	2/81- 10/82
5. Evaluation	6. Addendum		9/82
	7. Committee Visit		

#### 1.6 The Use of Outside Resources

Outside consultants should not be given the responsibility for either the leadership in the Self-Study or the preparation of the Self-Study Report. (Manual For the Institutional Self-Study Program of the Commission on Colleges Southern Association of Colleges and Schools, 1977, p.5.) The HEMI program is primarily a self-help program. While Broward Community College will be using HEMI materials and services throughout the project, HEMI consultants will be given no leadership responsibility and will have no role in the preparation of the Self-Study Report.

#### 1.7 HEMI Materials

The following materials will be made available as part of the Self-Study project:

1. Eight Needs Assessment Surveys designed to provide a means of determining managerial and institutional effectiveness throughout the college.

2. Data-processed survey reports and action-planning processes in order to allow individual units and Self-Study committees to review strengths and weaknesses and to develop recommendations and suggestions for improvement that are based on Needs Assessment Surveys.

3. Twenty-three self-study manuals which have been created specifically to aid the self-study process. Four of these focus on basic management processes common to all units,

(Continued)

including planning, budgeting, operating, and evaluating. The remaining nineteen self-study manuals focus in depth on various areas of the institution:

Instruction	Student Activities
Research	Personnel and Payroll
Public Service	Purchasing and Accounting
Libraries	Administrative Data Processing
Media Services	Public Relations/Development
Admission and Recruitment	Physical Plant
Registration and Records	Bookstore
Financial Aid	Food Services
Counseling and Career Guidance	Student Residences
Health Services	

Each self-study manual is tied directly to the Needs Assessment Surveys. The manuals contain detailed checklists to review activities within the unit, documentation checklists, lists of resources to consult, action plans, and evaluation forms.

4. Thirty-five management development and training modules:

Managing	Organizing
Management Concepts	Role and Responsibility
Managing Change	Legal Rights and Obligations
Institutional Renewal	Recruitment and Selection
Leading	Marketing
Leading 1	Preparing a Marketing Plan
Leading 2	
Leadership and Human Relations	Evaluating
Motivating	Institutional Program Evaluation
Motivating 1	Individual Progress Review
Motivating 2	Productivity
Organizational Climate	
Planning	Instruction
Institutional Planning	Academic Unit Self-Study
Defining Goals and Objectives	Research
Individual Development Planning	Managing Research
Budgeting	Communicating
Budget Preparation and Control	The Communication Process
	Communication Feedback
	Organizational Communication

(Continued)

Team Building Team Building 1 Team Building 2	Independent Operations Managing Independent Operations
Decision Making Principles of Decision Making Problem Solving	Managing Time Time Management for Managers and Work Groups
Public Service Managing Public Service	Career Planning Career Planning Managing Stress
Academic Support Managing Libraries Managing Media Services	Conducting Meetings Better Meetings Presenting Modules
Student Services Managing Student Services	Negotiating Managing Conflict Labor Relations
Institutional Support Managing Public Relations and Development Managing the Physical Plant	Analyzing Information Management Information Systems

## 1.8 HEMI Services

In addition to providing the materials listed above, HEMI is also contracted to provide training so that college personnel will be able to run the thirty-five management development and training modules. HEMI will data process answer sheets from the Needs Assessment Surveys and provide feedback results to each workgroup manager. In addition, HEMI will provide general aggregate data from all respondents to each questionnaire. The College may request special aggregates of results. Sixty-two such aggregates have already been provided and are available in the HEMI/SACS Self-Study office.

Data processing of certain components of the HEMI Self-Study Manuals will be provided, if requested.

Dr. Dabney Park will be the HEMI staff representative assigned to the College.

## 1.9 Special Advantages of Utilizing HEMI in the Self-Study Process

One of the most time-consuming tasks associated with any institutional self-study is the development of comprehensive and useful

(Continued)

questionnaires and materials. The HEMI materials have been used as institutional renewal tools in over 180 participating institutions of higher learning throughout the country. A significant amount of time can be saved through the use of these materials while being assured that the materials have been used successfully at other institutions.

Self-Study committees will retain the right to alter these instruments if needed.

The HEMI program provides assistance in action planning when weaknesses are discovered and also provides development and training modules as improvement tools.

#### 1.10 General Organization of the Self-Study at Broward Community College

A Self-Study Steering Committee was appointed by the President after consulting with appropriate college personnel. It is composed of individuals representing many diverse components of the College. It is the primary responsibility of the Steering Committee to organize the Self-Study and then monitor its progress through its successful completion.

Nine standards committees have been appointed according to the first nine standards of the Delegate Assembly of SACS. Each has the primary responsibility for gathering data appropriate to its standard, analyzing the data, making suggestions and recommendations supported by the data, and then writing the narrative for the Self-Study Report relative to its standard.

The special emphasis Self-Study option was considered and discarded in favor of the comprehensive Self-Study option. This seemed most appropriate to meet the need of the College to conduct an in-depth college-wide study.

An Editor-in-Chief has been appointed and has the overall responsibility for setting the editorial policy for the Self-Study Report. The Editor will also edit standard committee draft reports for editorial consistency. Each standard committee will appoint an editor. This editor will be responsible for carrying out the editorial policy within the standard committee.



## 2. PROSPECTUS FOR THE SELF-STUDY

### 2.1 SACS Guidelines for a Prospectus

1. Statement of purpose of the Self-Study
2. Calendar for the Self-Study
3. Organization guidelines (e.g., Will the Self-Study be organized by the standards? Will there be departmental or other special studies? How will committees be composed? What will be the role and scope of each committee?)
4. Format, style, and organization of the final report (Manual for the Institutional Self-Study Program of the Commission on Colleges, Southern Association of Colleges and Schools, 1977, p.3.)

### 2.2 Prospectus for the Institutional Renewal Self-Study at Broward Community College

#### 2.2.1 Statement of Purpose of the Self-Study

The primary purpose of Broward Community College's Self-Study is the improvement of the institution. It gives the institution the opportunity to study itself in a systematized pervasive way in order to identify strengths and weaknesses, to maintain and enhance strengths, and to correct weaknesses.

In order to gain reaffirmation of accreditation by the Southern Association of Colleges and Schools, it is necessary to conduct such a study every ten years. The Standards of the Delegate Assembly of SACS are comprehensive. To complete successfully the Self-Study, every aspect of the institution's operations will have to be analyzed with the broad involvement of various segments of the college community at appropriate points throughout the project.

#### 2.2.2 Calendar for the Self-Study

Timeline appears as 5.1 in this manual.

#### 2.2.3 Organizational Guidelines

A Self-Study Steering Committee will have primary responsibility for organizing and monitoring the progress of the Self-Study. Nine standards committees have been appointed, and each will be responsible for one of the nine standards of the Delegate Assembly which apply to the College. Each committee will have an editor. Editorial policy is the responsibility of the Editor-in-Chief.



## 2.2.4 Organization, Form, and Style of the Final Report

### 2.2.4.1 Organization of Standards Chapters Reports

1. Begin by stating the past and present relationships between the stated purposes and objectives of the institution and the area of the standard being reported.

2. Then follow the general order of the divisions in the Manual for the Institutional Self-Study Program of the Commission on Colleges, Southern Association of Colleges and Schools, 1977.

### 2.2.4.2 Form

1. Use standard-size typing paper and elite typeface.
2. Type on only one side of paper.
3. Leave a 1-1/2 inch margin at left side of all sheets and a 1-inch margin at top of each sheet after the first. On the first sheet leave a 2-inch margin at the top. Use a 1-inch margin at the right side and bottom of all sheets.
4. Center the title typed completely in capital letters.
5. Leave three spaces between the title and text.
6. Begin sub-titles at the margin; capitalize only the first letter of all major words. Underline the entire sub-title in a continuous line.
7. Type headings for division of sub-titles as in Number 6 above, except omit underlining.
8. Leave three spaces after each section between text and next title.
9. Indent each paragraph five spaces.
10. Single space throughout paragraphs.
11. Indent all long quotations (over four lines of type) five spaces and single space the quotation. Do not use quotation marks.
12. If the report includes numerical data, use tables, charts, or graphs. They should be placed as close as possible to the page of the text which explains them.
13. Number each page in pencil at the top right corner of the margin.

(Continued)

14. Do not begin a section of a report if less than two inches remain on the page. Leave the space blank; begin the next heading on the following page.

#### 2.2.4.3 Style

1. Avoid the use of first person (we, us, our, ours) and second person (you, your, yours).

2. Avoid the use of the expletive (the word it or there to introduce a sentence in which the subject follows the verb).

Example: There are several solutions to the heating problem on Central Campus.  
(The noun solutions is the subject of are.)

Correction: The heating problem on Central Campus has several solutions.

3. Use the active rather than the passive voice. The active voice cuts the word count and increases clarity and emphasis.

Example of Passive: The workshop was attended by the Steering Committee.

Example of Active: The Steering Committee attended the workshop.

4. Avoid the use of jargon.

Examples: utilize (for use)  
viable (for workable)  
dialogue (for discussion)  
finalize (for complete)  
\_\_\_wise (as in "weatherwise")  
\_\_\_type (as in "student-type")

5. Use the College Edition of American Heritage Dictionary, 1979 ed., for spelling and for dividing words into syllables at the ends of lines.

6. Avoid the use of contractions.

7. Capitalize the word Self-Study when referring to the Self-Study the College is conducting.

8. Use the following form for dates: April 26, 1979 (not 26 April 1979).

(Continued)

9. Give the second number in full for numbers through ninety-nine in connecting consecutive numbers. For larger numbers, give only the last two figures of the second if it is within the same hundred or thousand (pp. 2-3, 10-12, 21-28, 103-04, 396-401, 923-1003, 1003-05, 1608-774, 1999-2004, 12345-47, 12345-33000).

#### 2.2.5 Organization of the Final Report

The Final Report will be organized as follows:

Introduction

Standard One:	Purpose
Standard Two:	Organization and Administration
Standard Three:	Educational Program
Standard Four:	Financial Resources
Standard Five:	Faculty
Standard Six:	Library
Standard Seven:	Student Development Services
Standard Eight:	Physical Resources
Standard Nine:	Special Activities

Summary and Recapitulation of Recommendations

Appendix: In-House Self-Study Manual

### 3. THE COMMITTEE STRUCTURE AND COMPOSITION

#### 3.1 General Organization of Committees for the Project

##### 3.1.1 Purpose

As indicated in the Prospectus (2.2.3), the Self-Study Steering Committee has primary responsibility for organizing and monitoring the progress of the Self-Study. A committee has been appointed to study each of the nine standards of the Delegate Assembly applicable to the College. Each standard committee is responsible for determining appropriate data collection instruments, collecting appropriate data, analyzing the data, making suggestions and recommendations based on the analysis of the data, and writing the narrative relative to its standard for the Self-Study Report.

##### 3.1.2 Membership

The Steering Committee was selected by the President after consultation with appropriate college personnel. Dr. Roy A. Church, Provost of South Campus, and Dr. Richard L. Quianthy, Communication Division Chairperson, North Campus, serve as coordinator and co-coordinator of the Project and the Steering Committee. The membership is representative of various components of the College.

The Steering Committee selected the chairpersons of the nine standards committees. Three overall guidelines were used in making these selections: 1) No chairperson should have a primary job responsibility in the area to be examined by his/her standard committee; 2) The chairpersons should be responsible people; 3) The nine standards chairpersons should reflect the multi-campus nature of the institution, be persons at various levels of job responsibilities, and reflect a balance in terms of minorities and women as chairpersons.

The standards committees chairpersons were responsible for choosing the members of their committees. They were instructed to use the following criteria in making these selections: 1) interest of the individual in working on this standard; 2) multi-campus representation; 3) administration, faculty, staff, student representation; 4) composition balanced in terms of minorities and women. A member of the Steering Committee has been assigned to each standard committee as a liaison member of that committee.

Complete committee lists will be inserted as they are formulated.

- 3.2       Steering Committee
- 3.3       Standard One: Purpose
- 3.4       Standard Two: Organization and Administration
- 3.5       Standard Three: Educational Program
- 3.6       Standard Four: Financial Resources
- 3.7       Standard Five: Faculty
- 3.8       Standard Six: Library
- 3.9       Standard Seven: Student Development Services
- 3.10      Standard Eight: Physical Resources
- 3.11      Standard Nine: Special Activities



#### 4. FUNCTION OF THE SELF-STUDY OFFICE

##### 4.1 Location and Staff

The HEMI/SACS Self-Study office is located on the North Campus in Building 07, Room 223. This is in the area occupied by the Communication Division. This office was chosen because of its proximity to Dr. Quianthy's office and to secretarial/reception space.

The office is currently staffed by Mrs. Charlene Johnson, a part-time Grade 9 secretary. Mrs. Johnson's schedule is from 9:00 a.m. until 2:00 p.m. Monday through Thursday. Dr. Quianthy is generally in the office from 9:00 a.m. until 4:00 p.m. daily.

##### 4.2 Clearing House for Information Requests

The HEMI/SACS office serves as a clearing house for all information requests related to the Self-Study. The purpose of this is two-fold: 1) to avoid duplicating requests for the same or similar information, and 2) to coordinate requests wherever possible.

College personnel will not respond to requests concerning the Self-Study unless such requests come from the Self-Study office.

##### 4.3 Data Depository

The HEMI/SACS Self-Study office serves as the official data depository for the project. A copy of all information requested will be retained in the office. Committee chairpersons are responsible for sending a copy of all committee minutes and correspondence to the Self-Study office.

##### 4.4 Confidentiality of Data

Data generated as part of this project are considered in-house information. Necessary information will be provided to college personnel so that the greatest benefit will arise from the Study. However, there will not be a "serendipitous" circulation of data.

When appropriate, copies of data will be provided to committee chairpersons. In some instances, when much copying is required, or when specific information is requested too often, it may be necessary to confine the use of the information to the Self-Study office.

Preparation of the Self-Study Report

The Self-Study office will have primary responsibility for the typing, proofing, and printing of the final Self-Study Report. If the Self-Study office is to help prepare committee drafts for the Steering Committee, chairpersons are requested to coordinate the timing of requests closely with the Self-Study office.

5. TIMELINE FOR THE SELF-STUDY PROJECT

5.1 HEMI/Self-Study Timeline

September 26 '80	October 14 '80	October 21 '80	October 31 '80
Team Building Orientation Workshop	General Faculty Meeting Orientation	Staff Development Day Orientation	All-day Questionnaire Administration Workshop
November 3-21 '80	December '80	January '81	Feb.-April '81
Questionnaire administered and returned	Appointment of Standards Committees	Standards Committees Training Workshop  Feedback on Questionnaire*  Jan. 21,22,23 Module Training Workshop - based on Needs Assessment  Preparation of in-house Self-Study Manual	Data Collection for SACS Standards 2-8 from all components of the College  Development of initial training plan
May '81	Sept. '81-Jan. '82	March '82	April '82
Data from component step available for analysis	Preparation of Standards Committees drafts of Self-Study reports	Hearings on drafts	Steering Committee recommendations to standards committees based on hearings and other inputs

\* From this point on, HEMI Module Workshops will be presented as appropriate.

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(Timeline, continued)

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May '82	June '82	September '82	September '82
Self-Study Report completed by Steering Committee	Typing, proofing, binding	Self-Study Report mailed to SACS	Training log evaluation
Revision of training plan as appropriate			Action plan evaluation
			Addendum completed

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Oct.-Nov. '82	Jan.-Dec. '83	December '83
Visitation by SACS Committee	Improvement plans implemented	Final acceptance by SACS

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5.2      Narrative Explanation of Key Points on Timeline

September 26, 1980 - This was the Steering Committee's orientation to both the HEMI and the SACS Self-Study Project. Dr. Bennett Hudson represented SACS, and Dr. Dabney Park represented HEMI.

October 31, 1980 - The Steering Committee attended a workshop designed to develop plans for the college-wide administration of the HEMI Needs Assessment Surveys.

November 3-21, 1980 - The Steering Committee administered the HEMI Needs Assessment Surveys to approximately 90 percent of all full-time college employees.

January 21-23, 1981 - The Steering Committee and chairpersons of standards committees attended a workshop to learn how to facilitate the HEMI modules. The workshop was designed to acquaint committee chairpersons with the potential of the modules as they prepared to organize their committees.

January, 1981 - The data processed results of the Needs Assessment Survey were returned to the College. The Steering Committee began distributing the aggregate data to appropriate college personnel, and the individual workgroup manager data to individual managers. Members of the Steering Committee became available to assist managers and work groups in developing action plans for improvement in non-strength areas identified by the Needs Assessment Surveys.

(Continued)

February, 1981 - Standards committees will develop plans for organization and data collection from all components of the College.

February, 1981 - An initial improvement plan will be developed using the HEMI Management Modules. A training log will be maintained throughout the Project. The log will list the HEMI modules presented and the personnel who participated in each module.

March-May, 1981 - Data will be collected from departments, divisions, and areas throughout the college.

September, 1981-January, 1982 - Standards committees will prepare drafts of Self-Study reports. These reports will be prepared according to the editorial guidelines provided to the committees.

As draft reports are reviewed, the training plan will be revised based on recommendations of the committees.

March, 1982 - Hearings on the draft reports will be held at all College locations. These will be announced well in advance and held at convenient times. The draft reports will be made available in the library on each campus in advance of the hearings, and all college employees will be notified of their availability.

April, 1982 - Written recommendations to standards committees will be sent to committee chairpersons from the Steering Committee. These recommendations will be based on information from the hearings and from other sources.

May, 1982 - After the Steering Committee reacts to recommendations on the draft reports, the Report will be completed by the Steering Committee.

September, 1982 - The Steering Committee will evaluate the training log. Based on an analysis of the training log, the improvement action plan will be evaluated and changed appropriately.

The Addendum to the final Self-Study Report will be completed.

October-November, 1982 - A committee of approximately 15-20 professional educators, appointed by SACS, will visit the College for the purpose of evaluating the final report.

The committee will develop a written report of its evaluation. This report will be made available to the College.

January-December, 1983 - Appropriate improvement action plans will continue to be implemented.

December, 1983 - SACS will decide on Final Reaffirmation of Accreditation.



6.           PROCEDURAL GUIDELINES FOR COMMITTEES

6.1           Development and Use of Questionnaires and Surveys

All questionnaires and surveys must be approved by the Self-Study office. Standards committees are encouraged to use the HEMI Self-Study Manuals as a base for data collections. Committees will be provided ample copies of checklists appropriate to their standard. Committees may add to, or delete from, the checklists. When additional information is needed, committees may develop specialized questionnaires.

The Steering Committee is attempting to survey individuals and departments, divisions, and areas as few times as possible. Therefore, the Self-Study office will coordinate the administering of surveys and questionnaires requested by the standards committees.

6.2           Travel

In-county travel to attend committee meetings will be paid for out of the HEMI/SACS Self-Study cost-center account. Reimbursement requests and receipts must be sent to the Self-Study office.

Out-of-county travel must have the prior approval of the Self-Study office.

6.3           Use of Resources, Persons, and Materials

All requests for resources, persons, and materials must be submitted to the Self-Study office in advance.

All requests which involve the expenditure of monies from the HEMI/SACS cost-center account must have the signature of Dr. Church, Dr. Quianthy, or their representative.

6.4           Inter-Committee Communication

Where there is overlapping responsibility between two or more standards committees, the Self-Study office will coordinate the joint effort.

Committees are expected to send copies of committee minutes to the chairperson of each of the other standards committees, and to each member of the Steering Committee, as well as a file copy to the Self-Study office.

## 6.5 Editorial Matters

The Editor-in-Chief, Ms. Gloria Johnson, is the final authority on all editorial matters relative to the Self-Study Project. The Editorial Policy set forth in 2.2.4 of this manual will be followed for all Self-Study documents. Any necessary changes to this policy will be distributed to appropriate personnel.

## 6.6 Scheduling of Committee Meetings

Meetings of the standards committees may be scheduled at the discretion of the chairpersons. However, Tuesday afternoons should be reserved for meetings with the Steering Committee.

## 6.7 Review of Draft Reports

Draft reports are to be submitted to the Steering Committee in finished form. The typed drafts should be neat and editorially sound. All appendices, exhibits, and supporting documentation should be included. The timeline for the project will continually be updated, so it is important to keep track of changes relative to the submission of the draft reports.

## 7. SELF-STUDY NEWSLETTER

### 7.1 Purpose

The purpose of the Self-Study Newsletter is to keep the College community informed of the progress of the Self-Study. It will attempt to summarize major findings as they occur and to let people know what to expect as the next step in the process.

### 7.2 Frequency

The Newsletter will not be published on a regular schedule but will be distributed whenever it is appropriate. The expected frequency will be approximately once every two months.

### 7.3 Distribution

The Self-Study Newsletter will be distributed throughout the institution.

BROWARD COMMUNITY COLLEGE SELF-STUDY REPORT

ADDENDUM

Prepared for  
THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

BROWARD COMMUNITY COLLEGE  
BROWARD COUNTY, FLORIDA

1983





## PROJECTIONS: PLANNING FOR THE FUTURE

One of the major components of any college self-study, in addition to evaluating the success of the institution in meeting the Standards of the College Delegate Assembly, is planning for the future. This was, indeed, a main focus of every Standard Committee of the Broward Community College Self-Study. A recapitulation of the projections for each committee follows.

### Standard One - Purpose

Statutes which have been enacted by the State Legislature, or which are under consideration, may affect the philosophies and purposes of this College and other colleges in the Florida Community College System. The recently passed College Level Assessment Program and the new State-mandated writing requirement are examples of two such enactments which may alter the College's ability to meet its purposes. Restricted state funding and inflationary times may force changes in the purposes, or possibly a limiting of their scope.

### Standard Two - Organization and Administration

There are no changes in the basic administrative organization contemplated or planned for the immediate future. The organizational structure appears to serve the current needs of the institution well. However, a refinement may need to be made in academic administrators organization.

Statistical data indicate there there will be a need for several centers in high-density population areas. Using the Florida Turnpike as a central dividing line on a north/south axis, centers would be located on both the east and west sides of the Turnpike. These would be located in Hallandale/South Hollywood, Tamarac/Coral Springs, Lauderdale/Lauderdale Lakes/Plantation, Pompano/Deerfield, and in the unincorporated southwest corner of the county. This last center would be most likely to develop into a fourth campus if population projections are accurate.

The administrative staff at each center would probably be limited to a coordinator who would report to the Provost of the campus serving the center's service district. If a fourth campus does develop, it would most likely have an administrative organization similar to the organization of the campuses now in operation.

### Standard Three - Educational Program

Within the next twenty years it is projected that the College will need

several centers in high-density population areas of the district. The probable locations of these centers are presented as Appendix IV in Standard Two. High school enrollments; industrial growth in manufacturing and high-technology fields; and specialized services for minorities, the handicapped, and the elderly support the need for expansion of College programs and services. The transportation and communication accessibility to proposed locations is available. Similarly, the Broward County Land Use Plan projects the growth in population and in the economic base which has resulted in the need for expansion of educational facilities.

Division directors and department chairmen study pertinent trends in curriculum. Most decisions regarding the physical plant and general college-wide objectives and goals are made by the upper-level administrators. Faculty-staff-student committees are usually involved in operational policies. Thus administrative leaders and faculty-staff-student committees cooperate in planning for developments in education.

Certain changes in the educational programs through the next ten years will become necessary as the College moves closer to realizing its goals of becoming a more comprehensive Community College.

Each member of the College staff has the task of directing his/her efforts toward achieving all purposes of the College in harmony with the underlying philosophy which serves as their foundation. It is incumbent upon the entire staff that the College maintain its comprehensive nature, initiate and implement new programs to meet identified community needs, and expand, revise, or reduce its existing programs so as to provide educational opportunities consistent with student and community needs.

Underlying the mission of the College is the fundamental assumption that the College shall maintain quality and seek in every way possible to improve all aspects of its operations consistent with its available resources.

BCC's Outreach Program is a major effort toward finding new ways to satisfy the educational desires of the many different interest groups within the county. Although constant change is underway to meet the needs of the community, there are not drastic revisions in the type or variety of degrees being contemplated at the time of this report.

Insight into the projected changes or additions presently being considered can best be gained through examining some of the College's long range goals. These are as follows:

- A comprehensive program of services to students including advisement and counseling services, health services, psychological services, placement services, library facilities, student center facilities, student activities, parking facilities, and financial aid services — designed to give each student all possible aid and direction in pursuit of his/her educational and vocational objectives.

- Courses and programs of instruction which enable students, including those who come with scholastic deficiencies, to complete the first two years of college, thus satisfying the lower division requirements of universities and colleges in Florida and throughout the country.
- Programs and courses of instruction which serve to broaden the intellectual growth of the student outside of any specialized study he/she may pursue for his/her vocation or profession.
- Business, technical, and professional assistant courses and programs of instruction which require maturity and ability and are designed to qualify a student for a gainful occupation at the end of two years of college training or less.
- Special courses and programs of training designed for students who are lacking in skills necessary to perform adequately in standard college classes.
- Classes through which all persons living in the College community may broaden their educational, vocational, and aesthetic horizons.
- Public forums; lecture series, programs of art, music, and drama; small group discussions, short courses; institutes; and similar educational and cultural programs for the public at large.
- A program which encourages faculty members to pursue additional education and study as a means of broadening their present scope of knowledge, of developing their abilities to teach and their techniques of instruction, and of increasing their current level of income.
- A comprehensive series of Community Instructional Services (CIS) courses designed to meet continuing educational needs of all population segments of the College's district.
- Expansion of Developmental Studies program.

#### Standard Four - Financial Resources

A public institution is of necessity dependent on governmental allocations for its financial support. State law also controls the maximum amount that may be levied for student tuition and fees. The College is thus dependent on the plans made by the legislature, which are not available. Therefore, specific projections for incoming funds, other than those coming through the BCC Foundation, are unavailable.

The five purposes of the College have received varying levels of commitment



from the College. Once fixed costs are met, this commitment governs the expenditure of flexible funds. The general philosophy of BCC is to provide the best possible educational services in a situation in which the population is expanding rapidly and the resources are limited. There has been a trend toward increased services to meet the expanding population. The College has made commitments to the people in the southern portion of the county for the development of South Campus, and it plans to pursue these commitments. Furthermore, the College will continue to pursue its strong commitment to community/cultural programs.

Investments in the physical plant in concert with the above stated concepts will be sought, and expansion of facilities to meet the needs of the southern part of the county will be a high priority. In addition, the College has an ongoing need to invest more heavily in the older portions of the physical plant because of the increasing necessity for maintenance, replacement, and renovation.

Until funding or the general philosophy changes, the College will be forced to maintain a "hold-the-line" attitude with discretionary expenditures directed toward the needs generated by an expanding community and institutional service area. It is doubtful whether the College will be able to provide all the needed services, but provision of as many services as possible will be of paramount concern.

#### Standard Five - Faculty

A five-year projection program is in progress under the direction of the Vice-President for Academic Affairs. Analysis of the number and type of faculty needed in the future is based on data collected by the Department of Institutional Research from the local community and the state. This data is used in conjunction with additional input from Department Chairmen and Division Directors. Since Broward Community College is in a growing area, an increase is expected in the number of faculty required. Also some increase in full-time faculty is expected in order to reduce the ratio of part-time faculty to full-time faculty. Some turnover in faculty is expected as faculty members retire and normal attrition occurs.

Faculty will continue to participate in academic matters via the Faculty Senate, Academic Affairs Committee, Academic Standards Committee, and various ad hoc committees. The UFF/AAUP negotiates salary, fringe benefits, and working conditions.

#### Standard Six - Library

To assure the growth of media services commensurate with the planned development of the institution, the College will have to make a commitment to two primary areas over the next five years. Additional personnel will be needed to provide adequate technical operations and media production services. The College also will need to increase the campus and collegewide budgets in both the operational and capital-outlay areas.

Collegewide projections call for an increase in the capability to provide in-house media production services. In order to coordinate the requests for production services from various academic areas, a Coordinator of Media Production Services will be needed.

The television engineering staff will need to expand to maintain adequately the amount of CCTV equipment required to support the instructional needs of an institution as large as BCC. Most likely there will be a need for another video repair technician within the next five years.

Depending upon the growth of the Open College Program and the need for producing instructional videotapes, BCC may need one additional position for a person who will work in conjunction with the Studio Manager in production. It might be possible to meet this need with part-time personnel, depending upon the amount of TV production planned.

As a result of recent legislation in Florida, all students completing two years of community college education must be able to pass successfully a state-wide test measuring competencies in Speaking, Listening, Reading, Writing, and Mathematical skills. Based on the present achievement levels of the typical community college student in these skills areas, there will be a need for expanding the Basic Skills offerings, which will have an effect on the campus Learning Laboratories. In order to support the expansion of these offerings, it may be necessary to expand physically all campus Learning Laboratories.

#### Standard Seven - Student Development Services

The factor most like to affect the Student Development services in the near future is the implementation of the College Level Assessment Program. This program will have to be monitored carefully to insure that the assessments of students are accurate. No plan to evaluate the new program has been developed at this time.

As the new South Campus continues to develop, expanded student activities will have to be offered on that site. Consideration will have to be given to the establishment of intercollegiate and intramural sports activities appropriate to the facilities and the interests of that campus.

In an attempt to improve the rate of student retention, the Student Development staff is presently involved in a variety of placement and follow-up projects which may lead to recommendations for changes in the future.

#### Standard Eight - Physical Resources

Any projections for future physical facilities at the College will be provided in a Facilities Survey conducted by the State Department of Education in April, 1982. It would be premature to project approved facilities before Board or State approval of the Facilities Survey report is given.



In general terms, any new facilities at BCC will be directed mainly at North and South Campuses, with some special needs for renovation being addressed at the Fort Lauderdale Center and Central Campus.

Once the Facilities Survey is approved, it will be updated annually and will be a planning tool for the College. Any funding for projected facility needs will have to come from State funding which is not projected to be sufficient to meet all educational needs in the state. Therefore, meeting facility needs will be dependent almost totally on the annual political process associated with obtaining special legislative appropriations. A review has been made of Federal funding available, and the prospects look less favorable at that level than at the State level.

#### Standard Nine - Special Activities

The extrapolations point to an increased emphasis on program growth in all areas of Special Activities and an increased emphasis on the College's becoming a major cultural center in Broward County.

In addition, it is projected that there will be increased coordination of Continuing Education offerings in Broward County. It is further projected that needs assessments will be made to determine more precisely the market for Special Activity functions.

The extrapolations suggest also that there will be increased student participation in overseas programs as part of the International/Intercultural Education program, as well as expanded on-campus course offerings of an international nature and development of effective programming for international students.

#### SUMMARY STATEMENT

Broward Community College operates in the relative stability of an established institution of higher learning. With the notable exceptions of the Recommendation and Suggestion sections of each chapter, the institution is doing a credible job of meeting the needs of the residents of its service area.

The most significant curriculum changes reported are the recently passed College Level Assessment Program and the State-mandated writing and mathematics requirements. These affect the future of the College in several ways. It can be expected that expenditures for assessment and placement will be increased. As more students register for these courses, it is reasonable to assume that fewer students will register for elective courses. This enrollment shift will affect staffing. It is anticipated that additional revenues from the State will allow the College to meet this change. In addition, staffing shifts may be affected from areas of declining enrollment to areas of increased enrollment through normal attrition and retirement. The College is very careful to scrutinize new staff positions from a collegewide perspective. It may become necessary to effect transfers and split faculty

assignments from one campus to another to maintain equity in the distribution of full-time faculty.

These changes are also expected to place a strain on current facilities used as Learning Laboratories. The College will have to allocate funds to expand these facilities. Much of this cost will be covered by enrollment-generated fees and State funding.

The changes should enhance the College's ability to achieve purposes related to two-year programs, but may cause the College to shift emphasis from other purposes if additional State funding is not forthcoming. The future funding pattern of the Florida Legislature will serve to guide the College in this regard.

As indicated by the Enrollment Projects for the 1983-85 biennium, the College is expected to continue the steady rate of growth it has experienced over the past several years. These projections are presented in Appendix A.

The report and recommendations of the Postsecondary Education Commission Master Plan for Florida Postsecondary Education, which is available in the Office of the President, indicates that the South Florida region will continue to increase in population at least through the year 2000.

The State has initiated a master schedule for Associate of Science degree program review. Appendix B contains the College's scheduled program reviews for the next five years.

The College Master Plan, as updated, will give direction to future facility development. The timetable for expansion is dependent upon the actual demographic trends which affect enrollment, and the State funding for such expansion. Underlying the mission of the College is the fundamental assumption that the College shall maintain quality and seek in every way possible to improve its operations consistent with the reality of available resources.

The Higher Education Management Institute (HEMI) Needs-Assessment Survey identified several areas of need for management training and development. At the direction of the College President, HEMI Training Modules will be utilized to provide much of this training and development for College administrators.

The College is already well on the way to reaching its stated long range goals and will continue to determine the distribution of resources consistent with the achievement of these goals. These goals are reviewed yearly as part of the budget-development process, and future changes in the needs of the community shall be reflected as changes in these goals.



## ORGANIZATION FOR LONG-RANGE PLANNING

The decade of the seventies was the explosive period of expansion and growth for the College. The ten-year plan for development adopted in 1970 served as the format for College expansion to multi-location operation. It is anticipated that the current configuration will be adequate through 1992 and possibly beyond.

The basic plan for the College's development from a single campus institution to a multi-location one was created by College major administrative and faculty personnel assisted by professional consultants. Adopted by the District Board of Trustees, the fundamental structure issuing from this planning process has proved to be essentially sound. Reviews and re-examinations of this structure have resulted in a reconfirmation of it projected through the next ten years or to 1992 and beyond.

Long-range planning is under the jurisdiction of the office of President, in association with major officials of the College assisted by their staffs, including faculty members and classified staff. Needs assessments and program reviews are conducted to identify areas for development and to revise, delete, or realign program offerings.

Needs assessments are conducted by the affected departments in association with the office of Institutional Research. Program reviews are conducted by the respective departments and divisions under the general supervision of the Vice-President for Academic Affairs. Once the results of needs assessments and program reviews have been received, the respective staffs review and analyze these. From this analysis, a discipline staff will arrive at tentative recommendations which are reviewed with major academic administrative personnel, including the Vice-President for Academic Affairs. Recommendations developed through this process are then brought to the Executive Vice-President's staff for further considerations in relation to the financial resources available and the priorities which have been established for both the short- and long-range plans. At this level, decisions are made about implementation in coordination with the President. If the decision is to implement a recommendation, funds are allocated, staffing level is arrived at, and a time table is developed.

Goals, objectives, and priorities are developed on a reciprocal basis. General overall plans are developed at the highest administrative levels. At the departmental level projections are also developed. There is an interaction of staff in consideration of these plans, whatever their origin. A consistent, unfold plan for the College is arrived at and communicated throughout the College after it has been



approved by the President and the District Board of Trustees.

Each year projections are made early in Term I for enrollment, staffing, and equipment for two years in advance. These projections are consistent with the long-range plans. If in the annual review and projection process, there are identified aspects of the long-range plan that need further review and possible modification, the Executive Vice-President's staff conducts preliminary studies which are then discussed with the President. A decision is made whether to proceed with the tentative plans for further study or these are modified and the process of planning is completed involving various segments of the College as appropriate, and possibly bringing in consultants. The annual updates keep the College's plans current and projected through a ten year cycle.

The planning process includes an examination of statutory mandates; demographic studies of the district; enrollment projections; funding projections; needs assessments of the entire community, with particular emphasis on industrial, business, and high technology concerns; review of the mission, philosophy, and purposes of the College; physical facilities with emphasis on their adequacy and soundness; recommendations of advisory committees; follow-up studies of students; follow-up studies that request evaluations from employers of students. Additionally, the College is a member of several consortia and studies conducted by these are also used in the planning process. These provide a regional, state, and national context within which to evaluate specific needs and projections. In the district, there is a coordinating council for vocational education which engages in planning technical and career programs on a long-range basis. Composed of both College and public school personnel, this Council's plans are a factor in the College's plan because the two systems must coordinate program offerings.

There is a broad coordinated effort to keep the College current in its long-range plans. As changed circumstances may demand, annual modifications are made so that the long-range plan remains current. In the event drastic changes are demanded, the College mobilizes its staff and, if deemed necessary, it is augmented by the use of consultants or external professional personnel so that a sound modified or revised long-range plan can be developed without disruption or loss of direction or vital thrust in the fulfilling of the College's mission.



APPENDIX A

MEMORANDUM

TO: Harry Rudy, Bureau Chief of Research & Information Systems  
FROM: Mantha Mehallis, <sup>MM</sup> State Reports Coordinator  
SUBJECT: Enrollment Projections 1983-84 and 1984-85  
DATE: October 11, 1982

The Broward Community College response to Dr. Lee Henderson's memorandum of September 17, 1982 (No. 83-22), is enclosed. Please note that the Division of Community College's enrollment projection has projected Broward at a rate lower than the actual enrollments for the last several years. More specifically, in 1981-82 the state allocation to Broward was 12,575 whereas the actual funded enrollments as verified in our FA-4 Report were 13,141.3 FTE's (using the 30 SSH = 1 FTE). Consequently, the projections made by the Division on the lower base would indicate lower enrollments in all cases. The College has never experienced a decrease in enrollments to date and with the county population still on the increase, we have no reason to forecast one in the near future. The adjustments which appear on the accompanying matrix are made independent of the Division's base and show the additional growth which we believe our service area population and industry dictate for the future. This information in addition to our historical enrollments need to be taken into consideration by the Division. Appendix A displays the growth patterns for Broward County and the South Florida region as identified by the Postsecondary Education Planning Commission's Master Plan Proposal and by the University of Florida's population estimates.

Broward Community College has conducted numerous needs assessments which further substantiate the documented needs of industry in the service area. I will be happy to share additional information with you concerning our adjusted projections, if you determine that such is necessary.

cc: Dr. A. Hugh Adams  
Dr. Clinton Hamilton  
Staff

FTE ENROLLMENT PROJECTIONSBROWARD COMMUNITY COLLEGE1983-85 BIENNIUM

<u>Fee Paying Enrollments:</u>	<u>A &amp; P</u>	<u>VOCATIONAL</u>	<u>COMPENS.</u>	<u>ADULT</u>	<u>TOTAL COLLEGE*</u>
Enrollment Plan Projection					
1983-84	<u>6,257.1</u>	<u>3,575.2</u>	<u>20.4</u>	<u>0.0</u>	<u>9,852.7</u>
1984-85	<u>6,463.8</u>	<u>3,693.5</u>	<u>21.1</u>	<u>0.0</u>	<u>10,178.4</u>
College Adjusted Projection					
1983-84	<u>6,482</u>	<u>3,913</u>	<u>180</u>	<u>0.0</u>	<u>10,575</u>
1984-85	<u>6,748</u>	<u>4,078</u>	<u>195</u>	<u>0.0</u>	<u>11,021</u>
<u>Fee Waived Enrollments:</u>					
1983-84	<u>65</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>80</u>
1984-85	<u>67</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>82</u>

Compensatory Credit/Noncredit Percent:

In the college projections provided above, please indicate the relationship between credit and noncredit compensatory enrollments.

100%	
Credit	Noncredit
<u>100 %</u>	<u>0.0 %</u>

\*Excluding Community Instructional Services

President's Signature: A. Hugh Adams by  
Clinton Hamilton

Date: October 11, 1982

ADJUSTMENTS TO DIVISION PROJECTIONS:

(NOTE: Adjustments may be positive (+) or negative (-). Sufficient detail should be provided to enable crosswalk from Division projection to college projection.)

1983 - 84	A & P	VOCATIONAL	COMPENS.	ADULT	TOTAL COLLEGE*
1. Students Who, Without the Benefit of Fee-Waivers, Would Enroll Anyway	+ 26	+6	0	0	+ 32
2. New/Improved Program		+195			+195
3. Program Reduction/Deletion		- 4			- 4
4. Opening of New Campus or Centers					
5. Expansion of Facilities	+120	+ 49			+169
6. Policy Decisions Effecting Enrollments	+ 64	--	+160		+224
7. Population Shifts in Service Area	+ 5	+ 5			+ 10
8. New Industry or Expansion of Existing Industry	+ 5	+ 87			+ 92
9. Other Factors	+ 5				+ 5

Narrative Justification of Adjustments: (SEE ATTACHMENT)

1. Students Who, Without the Benefit of Fee Waivers, Would Enroll Anyway
2. New/Improved Program
3. Program Reduction/Deletion
4. Opening of New Campus or Center
5. Expansion of Facilities
6. Policy Devisions Effecting Enrollments
7. Population Shifts in Service Area
8. New Industry or Expansion of Existing Industry
9. Other Factors

(PLEASE USE THIS FORMAT AND  
ADDITIONAL PAGES AS NEEDED)

# ADJUSTMENTS TO DIVISION PROJECTIONS, 1983-84

	A & P	VOCATIONAL	COMPENSATORY
1. Students Who, Without the Benefit of Fee Waivers, Would Enroll Anyway	40% of senior fee waivers	40% of senior fee waivers	
2. New/Improved Program	Slight Increase in letters will be offset by slight decreases in HPR, Social Sciences, and humanities.	<p><u>New:</u> Aviation Maintenance Tech. Program = 70 FTE by FAA Standards and local needs assessment.</p> <p>Electronics Certificate Program = 40 FTE</p> <p><u>Improved:</u> Nursing - separating theory and clinical courses so credit awarded based on contact hours required in clinical setting = 25 FTE</p> <p>Fire Science - improved curriculum and interfacing with community = 20 FTE</p> <p>Commercial Art -community interfacing and improved curriculum = 10 FTE</p> <p>Human Services - revitalized curriculum and improved community interface = 10 FTE</p> <p>Interior Design - revitalized curriculum and improved community interface = 10 FTE</p> <p>Robotics - option in A.S. electronics program = 10 FTE</p>	
3. Program Reduction/Deletion	A slight decline in HPR (since average BCC age is 29 and students over 29 are not required to take HPR) slight declines in social sciences and humanities due to national trends and less opportunity for electives in those areas (rule 6A-10.30) will be offset by slight increases in letters	Delete Air Conditioning & Refrigeration due to lack of student interest = -4 FTE	
5. Expansion of Facilities	The new South Campus Library will free additional classrooms/labs for general use = 120 FTE	Two (2) new electronics labs: North DP lab - North = 25 FTE; Fashion Marketing lab - Central = 29 FTE	

# ADJUSTMENTS TO DIVISION PROJECTIONS, 1983-84

	A & P	VOCATIONAL	COMPENSATORY
6. Policy Decisions Affecting Enrollment	College Level Academic Skills Program & Rule 6A-10.30- CLASP entrance assessment and mandatory placement will increase math and speech = 64FTE		College Level Academic Skills Program & Rule 6A-10.30: entrance assessment and mandatory placement will increase compensatory English, math, and reading.
7. Population Shifts in Service Area		Broward County's population is growing rapidly.	
8. New Industry or Expansion of Existing Industry		Motorola, Bendix, and Airpax Electronics, and Gould/SEL stated needs for more than 100 technicians. Racal-Milgo is locating in Broward County with an annual need of 125 electronic technicians. IBM - expansion of robotics division.	
9. Other Factors	Economic conditions and the cost of education will cause more students to select the Community College instead of a 4-yr. college for the first two years.		



# ADJUSTMENTS TO DIVISION PROJECTIONS:

(NOTE: Adjustments may be positive (+) or negative (-). Sufficient detail should be provided to enable crosswalk from Division projection to college projection.)

1984 - 85	A & P	VOCATIONAL	COMPENS.	ADULT	TOTAL COLLEGE*
1. Students Who, Without the Benefit of Fee-Waivers, Would Enroll Anyway	+26	+ 6	0	0	+ 32
2. New/Improved Program		+225			+225
3. Program Reduction/Deletion					
4. Opening of New Campus or Centers					
5. Expansion of Facilities	+ 77	+ 55			+132
6. Policy Decisions Effecting Enrollments	+144		+174		+318
7. Population Shifts in Service Area	+ 7	+ 7			+ 14
8. New Industry or Expansion of Existing Industry	+30	+ 92			+122
9. Other Factors					

## Narrative Justification of Adjustments: (SEE ATTACHMENT)

1. Students Who, Without the Benefit of Fee Waivers, Would Enroll Anyway
2. New/Improved Program
3. Program Reduction/Deletion
4. Opening of New Campus or Center
5. Expansion of Facilities
6. Policy Devisions Effecting Enrollments
7. Population Shifts in Service Area
8. New Industry or Expansion of Existing Industry
9. Other Factors

(PLEASE USE THIS FORMAT AND  
ADDITIONAL PAGES AS NEEDED)

# ADJUSTMENTS TO DIVISION PROJECTIONS, 1984-85

	A & P	VOCATIONAL	COMPENSATORY
1. Students Who, Without the Benefit of Fee Waivers, Would Enroll Anyway	40% of senior fee waivers	40% of senior fee waivers	
2. New/Improved Program		<p>New: Biomedical Instrumentation = 15 FTE Drafting/Microchip Design = 35 FTE Export Management = 40 FTE</p> <p>Improved: Nursing (clinical hours) = 25 FTE Aviation Maintenance Tech. (by FAA standards) = 75 FTE Commercial Art - community interfacing and improved curriculum = 5 FTE Fire Science - improved curriculum and interfacing with community = 10 FTE Interior Design - improved curriculum = 5 FTE Human Services - improved curriculum = 5 FTE Robotics - improved and expanded curriculum = 10 FTE</p>	
5. Expansion of Facilities	The FAU facility at the BCC Ft. Laud. Center and the renovation of the Center will result in more classroom space and improved offerings to students who will have the "14 year opportunity" on this one site = 60 FTE	Central Campus building housing administrative data processing will be vacated and turned over to academic data processing = 51 FTE	
6. Policy Decisions Affecting Enrollment	Continued expansion of CLASP and Rule 6A-10.30 = 144 FTE		College Level Academic Skills Program & Rule 6A-10.30: entrance assessment and mandatory placement will increase compensatory English, math and reading.
7. Population Shifts in Service Area	Broward County's population is expected to continue in growth, especially in Bonaventure, Coral Springs, Pembroke Pines, and Weston.	Broward County's population is growing rapidly.	
8. New Industry or Expansion of Existing Industry	Increased industry needs in A.S. degree programs will also increase enrollments in Letters, Communication, Math and Science.	Continued growth of major electronics industry (Motorola, Bendix, Airpax, Racal-Milgo, Gould/SEL, IBM-robotics division), health-care agencies to meet population needs, and export/import management to meet development needs of Port Everglades and Free Trade Zone = 92 FTE (See Appendix A.)	



Program Review Master Schedule

1982-83 (February 7-11, 1983)

Automotive Technology  
Aviation Careers  
Dietetic Technician  
Management  
Interior Design

Emergency Medical Tech.  
Marketing  
Restaurant Food Service  
Administration

1983-84

Electronic Technology  
Commercial Art  
Criminal Justice  
Data Processing  
Savings and Loan

1984-85

Nursing  
Pest Control Tech.  
Office Careers  
Aviation Maintenance  
Pollution/Prevention  
Control

Accounting  
Medical Assisting  
Radiologic Technology  
Radiation Therapy  
Technology  
Ultrasound

1985-86

Architectural Tech.  
Contracting & Civil  
Engineering Tech.  
Dental Assisting  
Physical Therapy Asst.  
Banking Careers  
Fire Science Tech.  
Respiratory Therapy  
Tourism Industries Mgt.  
Medical Laboratory

1986-87

Hospitality Mgt. Program  
Home Furnishing Marketing  
Insurance Careers  
Real Estate

Business Administration  
General  
Court & Conference  
Reporting  
Fashion Merchandising





## NOTES

## NOTES

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